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Designed by speech pathologists for use with preschool children, 54 lessons utilize the Initial Teaching Alphabet (ITA). Beginning with the presentation of a single sound and its ITA symbol, lessons progress systematically through all the symbols; synthesis of the elements into syllables, words, sentences, stories, and general conversation is structured; and the program is graded in difficulty. Materials are provided with the lessons and instructions for the therapists include reference to visual, auditory, and kinesthetic perceptual discrimination. Lessons can be used for either group or individual therapy; each lesson contains activities and a story. Forty-four visual symbols relating to phonemic elements of speech composing the ITA facilitate a multisensory approach to remediation of articulatory disorders. (RP)

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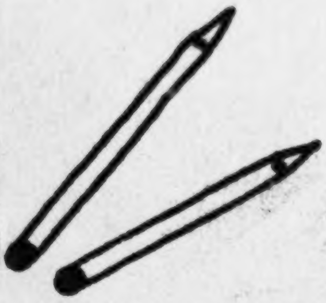
LESSONS

FOR



SPEECH

PATHOLOGIST

Submitted by: Ronald Goldman, Principal Investigator

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USING THE INITIAL TEACHING ALPHABET TO IMPROVE ARTICULATION

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INTRODUCTION FOR SPEECH PATHOLOGIST'S HANDBOOK

Rationale

A child with a speech disorder in the form of an articulatory inadequacy is faced with various difficulties in modifying his speech behavior. He must first of all, learn to produce correctly the phonemes of his language and then be knowledgeable in the proper placement of these sounds within words, sentences, and finally general conversation. A child who substitutes the sound t in the place of k must not only learn how to produce the proper phoneme, but must know where and when to reproduce it. For example, a child producing the word tat for cat not only must learn to articulate the k correctly, but in addition must learn that it exists within a certain position of that word. Correct word production, therefore would be dependent upon correct phoneme order as well as correct phoneme articulation, otherwise the resulting utterance could be the words act, or tack, as well as cat.

For preschool children to learn these skills, the present techniques necessitate auditory training as the primary vehicle for speech modification. The value of the auditory avenue of stimulation, however, is not being minimized or questioned. Its effectiveness has been demonstrated, but its limitations growing out of the abstract quality inherent in auditory stimulation are obvious. Using only the auditory channel, the child must take in phonemic information, store it within his central nervous system and then be prepared to recall it appropriately and accurately when verbalizing. Some of this abstractness could be reduced if a set of visual symbols which relate in a one-to-one fashion to the phonemic elements of speech was available. These would, however, need to be easy for the preschooler to learn. Generally, the unavailability of such a set of visual-verbal symbols for this population has limited the application of a truly multi-sensory approach to articulation training. The lack of a suitable visual symbol system for the preschooler may also explain the basis for frequently delaying therapeutic management until the child has attained some basic reading and phonic skill. If visual-oral association could be added to the training regimen for these young children, the speech training might be facilitated. It is the feeling of the authors that a phonemic-visual-oral association approach could add a degree of concreteness to speech therapy that cannot be equalled in reinforcement by any other single sensory channel. Current articulation therapy approaches rely heavily on the association of auditory and kinesthetic experiences. This pairing, however vital to the acquisition of normal speech, represents a complex of vague associations which many children and frequently adults are not capable of or have difficulty in adequately learning.

The value of a phonically consistant alphabet, similar to traditional orthography, easy for the four to five year old to incorporate seemed to be a potentially useful tool for the speech pathologist interested in correcting severe problems of misarticulation. Such a suitable alphabet was found in the system developed by Sir James Pitman. The Initial Teaching Alphabet (i.t.a.) consisting of a repertoire of 44 visual symbols, each representing essentially a single phonemic element and having a strong similarity in form to traditional orthography was selected for this program. The i.t.a provided the necessary ingredient for strengthening the association between phonemic events and their visual and kinesthetic correlates. Such associations would provide the articulatory defective child with a basis for a multi-sensory attack mode in the establishment of the correct articulatory patterns.

A structured program incorporating greater use of the visual modality via i.t.a. was created. Therapy materials were developed to cover five major areas of training: auditory discrimination, sound sequencing, visual discrimination, phonemic synthesis and analysis and rhyming.

This program commences with the presentation of a single sound and the corresponding i.t.a. symbol and progresses systematically through all of the symbols. Synthesis of the elements into syllables, words, sentences, stories, and general conversation is therefore carefully structured. The program is graded in difficulty so that the materials are presented in a controlled manner allowing the child to start at a level at which he can function and successfully progress through more and more difficult stages. New materials and sounds are programmed into the lessons at the rate at which the child can learn to incorporate the phonemes.

Basically the child is trained to be aware of the function of phonemes within speech, so that he can analyze and synthesize these sounds properly into general conversational speech. The visual modality incorporating i.t.a. symbols serves as a major form of stimulation used to facilitate this training program.

The lesson plans that follow were developed for group therapy presentation but will readily lend themselves to modification for use in individual therapy. The program provides for a high degree of articulatory motivation through interesting and colorful materials. These materials stimulate the child visually, auditorily, and kinesthetically in order to reinforce the learning, discrimination and sound sequencing of the correct phonemes so necessary for proper articulation.

LESSON 1

Activity 1 - Get Acquainted Activity

Material: None, unless teacher prefers to use record rather than singing the sone herself.
Instructions: The children tell their names. Then instruct the children that they are going to play a game using their names. They are going to sing a song, "Put your Finger in the Air," and then they will sing "Put your finger on ____" and then name one of the boys and girls. Everybody will put their finger on the boy or girl that is named. We will sing the song until we have put our finger on everyone in the room.

> "Put your finger in the air, in the air. Put your
> finger in the air, in the air. Put your finger in
> the air, put your finger in the air, put your finger
> in the air, in the air.
> Put your finger on (_______)."

Repeat the words as listen above except inserting the name of the child instead of "in the air."

Activity 2 - Get Acquainted Activity

Material: cardboard figure of P. Mooney/P. Mooney bag/P. Mooney stick/ P. Mooney story no. 1 and filmstrip story illustration*
Instructions: Introduce P. Mooney to the children by showing then the figure, then tell P. Mooney story no. 1, showing them the P. Mooney bag and stick as mentioned in the story.

Activity 3 - Get Acquained Activity - Listening

Material: P. Mooney Stick
Instructions: Say, Today we are going to use the P. Mooney stick to play a game. It is going to be our listening stick. I am going to let each of you have a turn holding the P. Mooney stick and I will tell you to do something with the stick, and you will do it. Give the stick to a child and give instructions such as; Bobby, touch the chair and the table. If the child is unable to touch a sequence of two items, then simply give instructions for one item. Continue until all the children have had a turn touching the various objects in the room so that they might become familiar with them and learn to listen attentively.

Activity 4 - Get Acquainted Activity - Rhyme

Material: P. Mooney stick
Instructions: Say, Now we are going to use our P. Mooney stick in another way. It's going to be a pretend stick.

*All stories included in this program will follow the corresponding lesson. The story illustrations can be found on the filmstrips enclosed in the kit.

Have you ever pretended to be something or do something very special? Today we are going to pretend. I am going to wave the P. Mooney stick over someone's head and say some magic words and they are going to pretend to be what I tell them to be. If they are pretending to be a dog, then they will bark like a dog. If they are pretending to be an airplane they will fly through the room racing their motors. You listen and see what you are supposed to pretend to do. Take the P. Mooney stick, wave it over the child's head and say the following verse:

E mo, I mo, aug
Now you are a dog.

Then the child pretends he is a dog. You can use the same rhyme substituting any kind of a nonsense word as the last word in the first line making it rhyme with whatever you want the child to be in the last line such as dorse--horse, rat--cat, bane--plane, bion--lion, etc.

Activity 5 - Get Acquainted Activity - Tactile

Material: Simple objects such as a comb, ball, toy boat, etc. Enough objects so that each child may have one/the P. Mooney bag

Instructions: Say: Now we are going to use P. Mooney's bag to play another game. I want everyone to look at the things that I have on the table. Place all of your objects on the table, talk about each one in turn, letting the children feel each one, then place them in the P. Mooney bag. Have them find a specific object such as a boat or comb. They are to feel and identify the object simply by touch.

P. Mooney

Look at this. Do you know what it is? "It is a Be-Stiller." Have you ever seen a Be-Stiller before? Do you know what a Be-Stiller is. Well, where do you think the Be-Stiller came from? It came from P. Mooney's bag, and this is the picture of P. Mooney's bag. It is orange, and has a p and an m on it .. P. Mooney's initials. Let's look in P. Mooney's bag and see what else we see. What is that? It looks like a bottle with something orange in it. What do you suppose it is? Oh, I know. It's Magic Bender Juice. Have you ever heard of Magic Bender Juice? What is that down at the bottom? It looks like a Decision Maker. Do you know what a Decision Maker is? I have never seen any of these things before. Have you? They are strange things to have in a bag. Oh, there are other things in the bag too. What do you see? Ice cream, a Coke and even some chocolate cake. Would you like a piece?

It must be a very special bag. I think it is. Who do you suppose the bag belongs to? Someone must own it. Have you ever seen a bag like this before? I've never seen one in a store. Santa Claus's bag doesn't look like this. I have never seen one like this before. We said it was P. Mooney's bag, so I guess the bag must belong to P. Mooney. Who is P. Mooney? And where is P. Mooney? Look, there's someone peeping out of the bag. Do you suppose that's P. Mooney? I bet it is. Let's take a closer look, come on out P. Mooney, come on out so we can see what you look like. Oh, hello there. And what is your name? Oh, your name is P. Mooney. Boys and girls, this is P. Mooney. P. Mooney, is this your bag? Oh, it is. Yes, boys and girls, he said it was his bag. It is his very special bag. What do you do with this bag, P. Mooney? Oh! P. Mooney says that he helps people with his bag. He has lots and lots of friends that need help, so he reaches down into his P. Mooney bag and pulls out something to help them. That sounds nice. P. Mooney sounds like someone I would like to know. Would you like to know P. Mooney too? Would you like to be P. Mooney's friend? P. Mooney, can we be your friends? We would like for you to help us. We want you to help us have fun at speech class every day. Do you think you can do that for us? P. Mooney says he can. He says he can help us have lots of fun. P. Mooney wants us to meet all of his friends, so he is going to be introducing his friends to us everyday when we come to speech class.

P. Mooney, I like your outfit. You have on a pretty blue and red stripped shirt and a pretty blue and red stripped cap. I like them. Boys and girls, P. Mooney says that he has something special too, and he wants us to look in his P. Mooney bag one more time. So let's look! Why that looks like a stick. Oh, P. Mooney says it is a stick. It is a P. Mooney stick. But it is a very special stick, he says. Hum, P. Mooney says that he can use the stick for just pointing at things, or he can wave the stick over someone, say the magic words and help things come true. That sounds like a fun stick to play with. Boys and girls, P. Mooney says that he is going to let us play with the stick while we are at speech class. Well, P. Mooney, we are going to put you away right now and talk to the boys and girls about some other things. Oh, you do. You have. Boys and girls, P. Mooney said that he sent us a P. Mooney bag and a P. Mooney stick in the mail, just like his. Let's go and see if we can find them. I bet someone delivered them and we just didn't know about it. Well, good bye, P. Mooney. (The teacher should put away the P. Mooney story and go to the door to get the P. Mooney bag and stick which should have been placed outside previously. She should talk to the children about the P. Mooney bag, the stick and how glad they are that P. Mooney sent them to use in their speech class. Then go into the next activity).

LESSON 2

Activity 1 - Get Acquainted

Material: none
Instructions: Today we are going to talk about our new friends. We all have some new friends. Go through and say each child's name. Now let's sing a song about our new friends. Take each child individually by the hand and have him stand up. As he is standing the teacher should sing:

I have a new friend
Johnny is his name.

Now everybody sing:

We have a new friend
Johnny is his name.

Continue around the circle until all of the children have had an opportunity to stand and be sung about.

Activity 2 - Sound Identification

Material: chalk/chalk board/picture of character to accompany the new sound and story 2 (Pete Pooch).
Instructions: Introduce Pete Pooch to the children by telling the story and showing the pictures. Place the character picture on the chalk ledge and say: This is Pete Pooch and now we are going to talk about his sound p. Write the new sound on the board saying it as you write it. Write it on the board approximately five times saying it each time. Call on a child to come forward giving him the pointer. Have him point to the sound as you say it. Give each child a turn. Now have him say it as you point to it. This way he identifies the sound both receptively and expressively.

Activity 3 - Auditory* and Visual Discrimination

Material: chalk/chalk board/and picture of Pete Pooch.
Instructions: Place the Pete Pooch picture on the chalk rack; write the sound on the board 3 times. Each time say the sound as you are writing it. Then write some of the other sounds such as a t or m but not saying anything as you write them. Have a child come forward, and hold the pointer. You should say: Mary, find the p sound. Make sure the therapist says the sound, not the alphabet name pee. The child is then to use the pointer and point to one of the p sounds. Give each child a turn if possible.

Activity 4 - Sound Sequencing - Memory Drill

Material: chalk/and chalk board

*If children have difficulty discriminating, go to alternate exercises at the end of lesson listed AAD-1 through AAD-6.

Instructions: Write a p on the board and have the children say the sound. Check each child to make sure that he can produce the sound. Say: I have a very special line that I want everyone to stand on today. It is my memory line. It helps us to remember. When we remember, we have to think. So let's everybody push our memory button and turn it on so that we can remember. Have a child come to the line. Write a sequence of 2 p's on the board saying it each time you write it. Then have the child say them as you point to them. He is to then turn around and say from memory what he saw, heard and said making sure that he only says it the number of times that you have written p on the board. When using this activity initially, it should be limited to one or two sound sequences. Eventually, though, you can use as many as 3, 4, or 5. Remember each time to have the teacher say it first, then have the child read it and then say it from memory.

Activity 5 - Auditory and Visual Discrimination

Material: chalk/and chalk board.
Instructions: Write the following symbols on the board in i.t.a.: pœ, tœ, pϵϵ, tϵϵ, pω, tω, pɔ, to, pı, tı, pie, tie. Write them randomly on the board then point to each one and say: Listen, I am going to say it for you and I want you to tell me if it has a p sound in it. If it has Pete Pooch's sound in it everybody bark just like Pete would bark. Listen for Pete Pooch's sound. If you hear it or see it, bark like Pete Pooch. Point to each syllable combination saying it and then waiting for the children to respond. If they do not respond, point out the Pete Pooch sound in the syllable. Say: Yes, that is Pete Pooch's sound. Use the same syllables in reverse order placing the p at the end of the combination and repeat the same activity.

Activity 6 - Visual Discrimination

Material: Picture card pairs: 2-2A, 4-7, 11-70, 46-46A, 73-73A, 81-81A, 30-30A, 25-25A, 1-1A, 98-98A.
Instructions: Place two pictures on a chalkboard calling attention to each one, saying to the children: These are just the same. Place two different pictures on the board talking about each one saying: These are not the same. They don't look the same; they are not the same. Then place two pictures and see if the children can tell you if they are the same or not the same. Continue until each child has a turn using the various pictures. This activity can also employ geometric designs and individual sounds so that the children are required to match visually and possibly learn same and different concepts.

Story 2

pϵϵt pωch

Pete Pooch was a small brown dog with big white spots. He was a beagle. Beagles are hunting dogs who have very, very sensitive noses. They can smell and find things many, many miles away. Well, beagles can do this and Pete Pooch was a beagle, but for some strange reason Pete Pooch could not smell a thing. He could not hunt or go with the other dogs to find food. He always had to depend on others to help him. This made Pete very, very unhappy because he wanted to be a great hunting dog.

One day he was sitting by the side of the road with tears in his eyes. He was feeling very sorry for himself when along came P. Mooney on his chain cycle machine. P. Mooney stopped, got off of his machine and asked Pete Pooch what was the problem. Pete Pooch told P. Mooney about the trouble he was having in being a hunting dog because of his stuffed nose. He told him how unhappy he was to be such a failure. P. Mooney thought and thought and scratched his head. "I have just the thing to help you," he said. He reached down in his P. Mooney bag and pulled up a great big can which had written on it, Nose Clearer Upper. On the can there was an attachment which went right on to Pete Pooch's nose. When he pressed a button, out came a puff of spray which cleared up Pete Pooch's nose. "I can smell the flowers and the hay, " said Pete Pooch. "I can even smell the food Mrs. Smith is cooking. Now I can really be a hunting dog. Thank you so much, P. Mooney." P. Mooney had done a wonderful job and Pete Pooch was very, very happy. Now he was Pete Pooch the great hunting dog.

ALTERNATE AUDITORY DISCRIMINATION EXERCISES

AAD
1

Material: Drum and drum stick

Instructions: Have children arranged in a semi-circle. Instructor should be seated and holding drum so all children can easily see. Explain to the children that you are going to hit the drum with your stick and when they hear the sound, and see you hit the drum, they are supposed to stand up. Continue until all children are responding readily in the group. Then repeat activity calling on individual children.

AAD
2

Material: Drum and drum stick

Instructions: Have the children sit with their backs to the instructor. Each time they hear the drum they are to stand up. Do the activity with the entire group. After the group is able to respond readily, call on individual children for responses. Say the child's name several moments before you hit the drum. Remind him that he is to respond to the drum and not his name.

AAD
3

Material: Drum, drum stick, bell, triangle or shakers

Instructions: Have the children arranged in a semi-circle with the instruments in view. They are to stand up when they hear the drum. The instruments should be played randomly.

AAD
4

Material: Drum, drum stick, bell, triangle or shakers

Instructions: Have the children arranged in a semi-circle with their backs to the teacher. They are to stand up when they hear the drum. The instruments should be played randomly.

ALTERNATE AUDITORY DISCRIMINATION EXERCISES

AAD
5

Material: A record of animal sounds. If a record is not available the teacher can imitate animals.

Instructions: Children are asked to identify the animal sounds by matching them with the pictures or objects. This activity should be repeated until they are successful with it.

AAD
6

Material: None

Instructions: It is explained to the children that there is an imaginary road right down the middle of the class room. Each child is going to get a chance to cross the road. He may choose to either hop across the road, skip across the road, run, jump or walk across the road. He may do any of these activities fast or slowly. The first child is chosen while the other children all close their eyes as the child starts to cross the road in his particular manner. He takes a seat, everyone opens their eyes and tries to guess how he crossed the road. The child guessing the correct way of crossing gets to be the next crosser.

LESSON 3

Activity 1 - Sound Identification

Material: Chalk/chalkboard/story and story illustration for story no. 3 (Eli Eel).
Instructions: Tell the story as you show the appropriate pictures. Write the new sound, ee, in random order on the board. Make the sound and have a child come forward and point to it or draw a circle around it. In order to vary the activity they can go through the activity again, this time drawing lines from the bottom of the circle and making balloons out of them. Then point to each one again and have the children say the sounds.

Activity 2 - Sound Sequencing

Material: Chalk and chalkboard with the following combinations written on it: pee & eep - 3 each.
Instructions: Say a given combination in broken fashion such as p - ee. Have the child come forward, find this and circle it or point to it. Stress the first sound presented by holding the thumb under the mouth as you say the initial sound and the second finger under the mouth as you say the last sound.

Activity 3 - Auditory and Visual Discrimination

Material: Have several p's and ee's written on the board or on cards in a chart rack.
Instructions: The child comes forward, stands on the line drawn on the floor and listens as you say a sound, either p or ee. He is to then circle that sound or if using the chart rack to select that card. Continue until all the p's and ee's have been selected.

Activity 4 - Sound Sequencing - Memory Drill

Material: Chalk/chalkboard
Instructions: Have a child stand on the memory line as you write the following on the board: p and ee. As you write each sound you should say the sound, then have the child read the sequence, then turn around and say the sequence from memory. The same activity should be used giving each child a turn using the following combinations: pee, peep, eep, eepee. Continue until each child has had a turn. Use the sequences again if necessary in order for each child to have a turn. The sounds should be slightly separated.

eelie eel

Once there was an eel who lived on the very bottom of the ocean. His name was Eli. He would swim around on the floor of the ocean all day and all night long. This poor little eel was very, very sad because he was so lonely. He didn't have any friends at all. We would be lonely too if we didn't have any friends, wouldn't we?

One day while Eli Eel was swimming around on the bottom of the ocean he bumped into something. He looked and looked to see what it was. He couldn't see though, because it is very, very dark on the bottom of the ocean. Eli couldn't see a thing. All of a sudden, it came to him why he was so lonely. It was because he couldn't see anything and couldn't find any friends to play with him. Just when he was feeling most unhappy, he saw a flash of light. There was someone standing there before him. Why, it was P. Mooney. P. Mooney was there on the very bottom of the ocean in his Ocean Spray Cranberry Suit. This was the suit that kept him dry when he walked around on the bottom of the ocean. P. Mooney was the only person in the whole wide world who had an Ocean Spray Cranberry Suit. Do you know where he got his Ocean Spray Cranberry Suit? That's right, out of his P. Mooney bag. He looked at Eli Eel and asked him what made him look so sad. "I am so lonely because it is so dark," said Eli. I can't find anyone to play with me." "Lonely?" said P. Mooney. "Why just look." P. Mooney shined his ocean spray flashgun around on the bottom of the ocean. "Look Eli, there are all kinds of friends for you here in the ocean. There are lots and lots of plants and other animals." "Yes," said Eli, but I can't see them without your light. I won't be able to see them when you leave, because it's so dark down here. I won't be able to have any friends because I can't find them. P. Mooney thought and thought. "I could give you my flashlight, but the batteries would run down and you wouldn't be able to get new ones. That wouldn't do."

P. Mooney scratched his head and thought for a minute, "I have it!" He reached down into his P. Mooney bag and do you know what he found? He found an electric. Have you ever seen an electric? No, neither have I. But P. Mooney had one in his famous P. Mooney bag. He showed the electric to Eli. "Eli Eel, just slip this on and you will be able to see." Eli slipped it on and do you know what? He shone just like a lightbulb and now he was an electric Eli Eel. He could see everywhere and everything and everybody. He swam around the rock and he could see. He swam right in the middle of some weeds and he could see. He saw lots of little fish and even a whale. He saw an octopus and many different kinds of fish on the bottom of the ocean and he was very happy. He thanked P. Mooney. From then on Eli Eel was the happiest eel anywhere in the whole, wide world because he could see and he was so bright. Everyone came from miles around to see Eli Eel and play all sorts of games with him and most important of all, to be his friend.

LESSON 4

Activity 1 - Sound Identification

Material: Story no. 4/ story and illustration/ and a card with f written on it.
Instructions: Tell the Fanny Fish story while showing the illustrations. Write the f on the board and show a card with f written on it, telling the children that this is Fanny Fish's sound and say the sound for them. Have each of them attempt to make the sound themselves. Help with placement if necessary. Write the f randomly on the board several times. Have each child, one at a time come forward and stand on the line. The teacher should say the f sound, the child should find it, circle it and then say the sound himself. Continue until each child has had a turn.

Activity 2 - Sound Review

Material: chalk/chalkboard
Instructions: The following sequences are written on the board in random order. Have each child come forward, find and circle the sequence that the teacher says: p-ee, f-ee, ee-p, and ee-f. If there are more than 4 children in the class some of the sequences should be repeated in order to give each child a turn. The sequences should be presented to the children in broken fashion. They should not be blended together. After each child circles his sequence, he should then attempt to sound it out himself. The teacher should assist when necessary.

Activity 3 - Sound Review

Material: p, f, and ee from stamp kit/paper
Instructions: The instructor should have previously pulled the sounds from the stamp kit, placing them on the table in front of a child. The teacher should give each child a turn saying: Can you find and stamp the ___ sound?

Activity 4 - Sound Sequencing - Memory Drill

Material: Same as above.
Instructions: Use the same three stamps and give each child a turn to stamp a sequence such as pee, eep, fee, or eef. Here again, break the sound combinations, do not blend them together. After the child has stamped the sequence then let him sound out the sequence.

Activity 5 - Sound Review

Material: Two index cards for each child with the f on one and p on the other.
Instructions: Give each child his two index cards, one with f and one with p. The teacher should say a sound; the children should then hold up the appropriate card. Caution the children to watch for the mouth position and listen for the sound.

Activity 6 - Auditory and Visual Discrimination

Material: Following picture cards: 1, 10, 2, 3, 11, 12, 13, 4, 5, 6, 14, 7, 8, 15, 16, 17, 18, 9, 19.
Instructions: Hold up the picture as you write the word on the board in i.t.a. If the word has the p sound in it, the children should stand up. If not, they should remain seated. If they have difficulty with this activity, the instructor should then point out the p sound. As she does this, she should say that the sound comes at the beginning of the word, at the end of the word or in the middle of the word, whichever the case may be. Also, caution the children to watch your lips and watch for the p to appear. Overemphasize the sound when necessary for recognition.

Activity 7 - Auditory and Visual Discrimination

Material: Same as Activity 6.
Instructions: Do the same activity as listed above having the children listen for words with the f sound.

Story 4

fanεε fiʃh

Everybody--close your eyes and hold your nose because we're going to go under water to the bottom of the ocean floor. Are you ready? One, two, three--go!! Glub, glub, glub. Here we are! Hey look--there's a "school of fish"--they're all sitting at the desk just like we do when we're in school. Now--here we are--and this is where our story begins.

The teacher of this class is "Fannie Fish." Now Fannie Fish loved teaching school more than anything else in the whole wide world--why even more than a handful of Mexican jumping beans or six glasses of pink lemonade. Yes, even more than candy apples dipped in peanut butter.

Fannie Fish was the kind of teacher that loved little children. She loved to teach children new things such as how to read, how to spell and how to write their names. Fannie had been teaching little children for a very long time.

Well, one day Fannie came to school to teach her class. When she opened her mouth to begin talking, the only sound that came out was: "Glub--glub--glubbity--glub--glub." The more she tried to talk the funnier she sounded.

Before long everyone in the class began laughing and laughing and laughing. Before long it wasn't funny anymore. The children loved their teacher and could see that she wasn't playing at all.

Soon P. Mooney in his Super-Duper-Streamlined-Submarine came puttering by the school and noticed that something was wrong. He climbed out of his Super-Duper-Streamlined-Submarine and walked into the school. He went right to Fannie Fish and asked what in the world was the matter? Well, with great tears rolling down her face, she sadly said: "Glub--glub--glubbity--glub--glub." P. Mooney scratched his head and said: "What was that again?" And she said: "Glub (sniff) glub (sniff) glubbity--glub--glub (sniff--sniff)."

"Ah-ha," said P. Mooney, "what you need is some of my magic get well medicine." So he reached way-way down in his P. Mooney bag and found some special Magic Mystical Minute Throat Spray. Then, in about one minute, Fannie Fish could talk. She was so very, very happy she even gave P. Mooney a hug. P. Mooney got back in his Super-Duper-Streamlined-Submarine and puttered away. Then Fannie Fish began teaching again.

LESSON 5

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 5 (Oopy Oops)/ chalk and chalkboard.
Instructions: Introduce Oopy Oops to the children, tell the story and show the pictures. Write several ꝏ's on the board, having the children listen as you say the sound; then have each child come forward, stand on the line and circle the sound as you say it. As he circles it, he should also reproduce the sound correctly if possible.

Activity 2 - Sound Review

Material: chalk/chalkboard
Instructions: Write all the sounds that the children have had to this point on the board. Have the children circle the sounds they hear you say.

Activity 3 - Sound Sequencing - Memory Drill

Material: Bananas with sound sequences written on them.
Instructions: The teacher should give out a sequence and then call on a child to find that correct banana. The teacher should be careful to break the combination and should not attempt to blend it together. After the child finds his sequence, he should then sound it out in broken fashion. The child then covers up the banana and recites it from memory. The child then places the banana in front of the group and the group then sounds it out. The child hides it again and the group recites it from memory.

Activity 4 - Directions and Laterality

Material: Simple pictures of nouns/and little bells on a string.
Instructions: Put bells tied to a string on the left hand of each child, saying: This is your left hand, as you tie the string on each child's hand. Give various directions requiring the children to use their right and left hands. The teacher should do the activities also and stand in such a way so that the children do not have to rely completely upon directions but can follow her by imitation. She should give the same directions again without demonstration using left and right and emphasizing that the bell is on the left side. The teacher should have the children stand in a straight line and sing: Put your right hand in, put your right hand out, put your right hand in and shake it all about,

do the Hoakey Poakey as you turn yourself about, that is what it's all about. Do the same with the left hand, with the right and left feet.

Two pictures should be placed in the chart rack and the teacher should face the pictures saying: I am going to put my left hand on the apple or whatever the picture happens to be and the picture should be to her extreme left and my right hand on the boat which should be on the extreme right. She should then call the children forward one at a time giving them directions: Put your left hand on the apple, your right hand on the boat showing the child each time that the apple is on his left side and he is going to use his left hand and the boat is on his right side and he is going to use his right hand. Also the teacher should emphasize that the left is the first picture. The right is the last picture. She should continue this activity until all the children have had a turn. If the children appear to understand the concept, a picture should be placed in the middle between the pictures on the left and right and it should be associated with the body so that there is a picture on the left, one in the middle or in front of the body and one on the right side. Give directions again asking a child to place his hand in one of the three positions. To avoid confusion here, it would be best to give the child a stick or a pointer and have him point to the picture on the left or the first picture. Point to the picture on the right or the last picture, point to the picture in the middle, etc. The picture on the left and the picture on the right should then be placed on the chart or chalk rack with a sound written over each one such as p over the apples and ee over the boat. The same activity should be followed only using the sound rather than the picture name, again emphasizing left-first, right-last.

Story 5

ωpεε ωps

Oopy Oops was a man who had a serious problem. Oopy just couldn't seem to stand up and everytime he went out of his house, do you know what he did? He stepped on a banana peeling. He didn't think there could ever be so many banana peelings, but if there was one banana peeling in the whole state, Oopy would step on it. He just had bad luck like that and do you know what happened when he stepped on it? He went "oops"! Then he would fall flat on the ground. Poor Oopy was always falling. He fell in the morning, he fell at noon, and he fell at night. He fell all day long. He just couldn't seem to stand up. It got so bad that he didn't have to step on banana peels anymore. He could think about a banana or he could just see a banana in a store and guess what happened? That's right, he went splat, right on the floor and out would come the cry, "oops"! Since he was always shouting "oops", people started calling him Oopy Oops.

One day he was walking down the street and sure enough, he went "oops" and fell flat. This time he fell into a man and knocked him down on the street. Do you know who the man was? P. Mooney! "Man, what in the world is the matter with you?" asked P. Mooney. "I just can't seem to stand up, P. Mooney. All I have to do is think about bananas and I fall flat on the ground." "That's not very good," said P. Mooney. You might break something like a leg or arm if you keep slipping." "I know, said Oopy, but I just can't seem to stand up."

"I think I might be able to help you," said P. Mooney. He reached down into his P. Mooney bag and do you know what he pulled out? He pulled out some non-skid adjustable soles. He gave them to Oopy Oops and Oopy put them on the bottom of his shoes. They were very rough and would not slip at all. Do you know what Oopy did? He saw a banana peeling lying on the walk and he walked right over to step on it. But he didn't fall because he had on his non-skid adjustable soles. Now Oopy Oops was very, very happy. And P. Mooney was very nice to help him, wasn't he? Yes, he kept him from falling. That is the story of how Oopy Oops was helped by P. Mooney.

LESSON 6

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 6 (Molly Moth)/ chalk/and chalk board.
Instructions: Molly Moth should be read to the children, picture shown and sound written on the board. Have the child listen as you say the sound then have each child come forward, stand on the line and circle the sound as you say it. As he circles it, he should also reproduce the sound correctly if possible.

Activity 2 - Sound Review

Material: chalk/chalk board
Instructions: All of the sounds that the children have had to this point should be written on the board and each child should have a turn to come stand on the line and circle the sound that the teacher says. The child should reproduce the sound after the teacher says it.

Activity 3 - Direction and Laterality

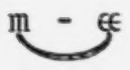
Material: A seal or star for each child.
Instructions: A seal or star should be placed on the left hand of each child and the same activity should be done as carried out in Activity 4 of Lesson 5.

Activity 4 - Sound Sequencing - Memory Drill

Material: Butterflies with sound sequences written on them.
Instructions: The child comes and stands on the line. The teacher says a sequence, the child finds it, reads it, says it from memory, shows it to the group; they read it and then say it from memory.

Activity 5 - Synthesis

Material: chalk/chalkboard
Instructions: Write m - ee on the board in broken fashion. Draw a connecting line under them as illustrated below telling the children that we have been breaking our sounds and pulling them apart. Now we are going to sew them together. The teacher should say the sequence in broken fashion, m - ee, m - ee, m - ee getting closer and closer together as she says it and eventually making a complete blend of the combination. She should then give the children an opportunity to attempt this. If they cannot do it successfully using correct articulation, then she should not have them blend it, but simply repeat it in broken fashion.



Activity 6 - Synthesis

Material: Same butterflies as in Activity 4.
Instructions: Use the butterflies again blending each one for the children letting them hear it in blended fashion, then giving the children an opportunity to blend. Here again, if they cannot blend correctly, they should not be required to blend but simply should break the combination. Blending is something that the children must get automatically. It cannot be forced, and if it is forced, they will use incorrect articulation, thereby destroying the whole purpose of the program. The teacher, however, should continue to blend letting the children hear it in blended fashion even though they may not be able to blend it themselves.

Story 6

moli moth

Molly Moth is really a beautiful butterfly and not a moth at all. She is blue and pink with a touch of black around the edges of her wings. She lives with many moths and butterflies in a garden in Mobee, Montana. One difference between a moth and a butterfly is the way their wings are placed when they settle down on a plant or flower. Usually, the wings of a moth close down against the body, but the wings of a butterfly are raised very tall and straight. On a bright sunny day, Molly is a beautiful sight to see as she flies around the blossoms in the garden. But when Molly settles down to drink the sweet tasting liquid from a flower, poor Molly is unable to raise her wings as all the other butterflies seem to do. Her wings fold close to her body as the wings of a moth. That is why in the Mobee garden all the moths and butterflies call her Molly Moth. Molly does not mind because she has many friends who are moths; they are Mop-py, Mo-pey and Mop-pet. They have such a good time together.

One day there was much excitement in the garden. The most beautiful butterfly in all the garden was to be chosen as a model to be used on a fountain being built for the young daughter of the master of the house. Molly Moth became very sad for she knew that she did not have a chance to become a model. The one chosen must be able to settle down upon a flower and raise her wings very tall and straight. Molly Moth flew away to the corner of the garden, to her favorite flower, to be all alone.

P. Mooney strolling in the garden saw Molly Moth and said, "Molly Moth, why aren't you joining in the excitement with the other butterflies?" Sadly Molly Moth replied, "Oh, P. Mooney, I cannot raise my wings very tall and straight. How can I get excited?" P. Mooney answered, "Ah, Molly Moth, don't be sad. I must have something here in my P. Mooney bag to help you?" So P. Mooney felt around in his bag. He felt round things, soft things and square things and then he found something very special. What do you think it was? It was the largest, most beautiful purple morning-glory you ever saw. Its petals were glistening with drops of sweet smelling nectar. P. Mooney said, "If you drink the nectar from this flower, you will be able to raise your wings very tall and straight. I will place this flower here in your favorite corner." Molly Moth became very excited. She took a sip of the nectar and slowly raised one wing. She took another sip and raised the other wing. She fluttered around a little, settled back on the morning glory and raised both wings very tall and straight. Molly Moth then flew to the other part of the garden and joined the butterflies before the judges. And who do you think was chosen to be the model? Of course, it was Molly Moth, the most beautiful butterfly in all the Mobee Garden.

LESSON 7

Activity 1 - Sound Review

Material: All of the character cards that the children have had up to this point (Pete Pooch, Eli Eel, Fanny Fish, Oopy Oops, Molly Moth).
Instructions: Review all of the stories that the children have had up to this point associating the sound with each story as you review it. Use the character cards for review.

Activity 2 - Sound Review

Material: P. Mooney bag/flash cards for p, ee, f, ꝏ, and m sounds/character cards representing these sounds.
Instructions: Use the P. Mooney bag and place the cards in it. The child should reach down, pull out a card and say that sound. The teacher should assist if necessary. After the child says his sound, he should then show it to the entire group, and they say the sound. After the child has produced his sound, he should then place it with the correct character which should be displayed on the chart rack or around the room.

Activity 3 - Direction and Laterality

Materials: chalk/chalkboard/flash cards for the above sounds.
Instructions: Place sounds in a line going left to right. Have the child say the sounds proceding from the left side to the right. However, if the children are confused it may be necessary to go back to Lesson 6, Activity 3 using the picture activity.

Activity 4 - Sound Sequencing - Memory Drill

Material Butterflies with Sound Sequences written on them.
Instructions: The child comes and stands on the line. The teacher says a sequence, the child finds it, says it from memory, shows it to the group; they read it aloud and then say it from memory.

Activity 5 - Synthesis

Material: chalk/chalkboard
Instructions: Use the chalkboard for blending activity. Write mꝏ and mee on the board in broken fashion, then blend them together for the children so that they might hear it. Give the children a chance to do the same. Here again if they cannot blend them with correct articulation, have them break them. Use the following combinations for this synthesis activity: eem, ꝏm, pee, eep, fee, eef, pꝏ, ꝏp, fꝏ, ꝏf.

Activity 6 - Analysis

Material: chalk/chalkboard
Instructions: Have mee and mω written several times on the board. Have a child come forward, stand on the line, and have him find mee or mω. You should overemphasize the final sound while saying the combination in blended fashion so that the child can hear it in blended fashion. If he cannot select the correct card after having heard the sounds in blended fashion, then they should be broken for him so that he can select the correct sequence. Continue until each child has had an opportunity to participate. If the children do well with the activity, pee, pω, fee, and fω can be added and the activity repeated. However, if they did not do well with mee and mω, they should not go on with the other blends. Those children capable of blending them together should be given an opportunity to do so. The others should say them in broken fashion.

LESSON 8

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 7 (Oily Oink)/chalk/chalkboard.
Instructions: Introduce Oily Oink story to the children, telling the story, showing the cards and writing σi on the board. Have the children listen as you say the sound; then have each child come forward, stand on the line and circle the sound as you say it. As he circles it, he should also reproduce the sound correctly if possible.

Activity 2 - Sound Review

Material: Hats with the following sounds: p, ee, f, ω, m, σi.
Instructions: Say the sounds individually and have the children find the hats with these sounds on them. Have each child hold one of these hats and instruct him that he must stand up when his sound is called.

Activity 3 - Sound Sequence - Memory Drill

Material: Geometric Shapes from Set 1.
Instructions: Have each child stand on the line in turn. The sequences should be placed in an appropriate place. The teacher should say a sequence in broken fashion as the child listens. He should then find it, read it and say it from memory. Then have the group read it and say it from memory.

Activity 4 - Analysis

Material: Same as in Activity 3.
Instructions: Have the sequences placed in the chart rack on the flannel board or in an appropriate place. The teacher says the sequence in blended fashion and the child attempts to find it as he is standing on the line. If he is not successful the teacher should break it for him so that he can find the correct one. The child then should break the sequence and attempt to blend it and then say it from memory. The group should read it in broken fashion, attempt to blend it and say it from memory in broken fashion.

Activity 5 - Auditory Discrimination

Material: Stencil Sheet no. 1. Use one for each child/word card B1
Instructions: The teacher should point to her copy of the sheet say the word such as boy, break it, b - σi, and ask

the children where the oi sound is in the word boy. Is it at the first or the last? As she says the word she should hold up a card with boi written on it so the children can also have the added advantage of the visual symbols. If they have difficulty with this the teacher should point out the sounds saying: the oi is on the right side which is the last sound, the very last sound. Say the word again overemphasizing the oi sound.

oilεε oiŋc

Once there was a pig who lived in Farmer Brown's back yard. He had a pig pen all his own. You know how pigs are, they love to get real, real dirty, muddy, and goopy. They like to have mud dripping off their nose, off their swishy little tails, and off their ears. They just love to have mud, dirt, and water all over them. But this poor little pig had a problem. Do you know what his problem was? Mr. Pig had rolled around in the mud for so long and had so much mud and dirt on him that his skin was very, very dry. He started having scales just like a fish. Have you ever felt the scales on a fish? They are very rough, and this is the way Mr. Pig's skin was. It was so dry that he had scales and almost looked like a fish. Pigs aren't supposed to look like fish, are they? No!

When Farmer Brown went out to feed Mr. Pig, he didn't know whether it was Mr. Pig or not, because he looked like a fish. Mr. Pig was so unhappy. Do you know what else happened to Mr. Pig? He was so dry that every time he walked he squeeked, squeek, squeek, squeek. Everytime he took a step he went squeek, squeek. Everytime he blinked an eye he went squeek, squeek because he was so very, very dry. Even when he swished his curly tail he went squeek, squeek. This made him so unhappy. Pigs aren't supposed to say squeek, squeek, are they? No, they are not.

One day P. Mooney was riding down the road beside Mr. Pig's pig pen and he heard this noise, squeek, squeek. P. Mooney shook his head, stopped and got off of his chain cycle. He looked at the chain, wiggled it and thought - what in the world is the matter with my chain cycle? Well, he couldn't find anything wrong so he got back on his chain cycle. He went on down the road, but he still heard the squeek, squeek. He stopped again, and this time when he got off his chain cycle the squeeking noise didn't stop. He turned around, and there in the pig pen he saw Mr. Pig. He said, "Pigs don't say squeek, squeek. They say oink, oink." So he went over to Mr. Pig and looked very closely and said, "Mr. Pig, what in the world is the matter with you?" "Why do you squeek so and why does your skin look like that?" Mr. Pig said, "I'm so unhappy. Pigs like to roll around in the mud, but all that mud has made my skin so dry and scaly. I need something to make my skin soft again. Every time I walk I squeek, and it is just terrible. Could you help me?" So P. Mooney looked at Mr. Pig and said, "Well, you know that when Mrs. Mooney, my wife, has trouble with dry rough skin she takes a tub bath and puts some oil in it. It's bath oil and it makes her skin nice and soft." Mr. Pig said, "Oh, that's what I need, but I don't have any money to buy it. Besides, they won't sell it to a pig." So P. Mooney took his right hand and reached way down into the far corner of his P. Mooney bag. Do you know what he pulled out? He pulled out a Perpetual oil-bath, and held it up. The pig looked at it, and he put it down on the ground--presto--he had an oil-bath. The pig ran and jumped, splash right in the middle of the oil-bath, Perpetual oil-bath. But Mr. Pig still wasn't happy. He looked at the oil and he looked at his skin. His skin was getting soft, but it was so clean. He could see right through that clear oil-bath and he didn't like it at all. So P. Mooney snapped his finger and said, "I know just what I will do. Just a minute." So this time he took his left hand and reached down into the furthest corner of his P. Mooney bag. Do you know what he pulled out? He pulled out some black magic dust, and sprinkled it over the Perpetual oil-bath--presto--he had black, goopy oil. It was so dirty and goopy that when Mr. Pig rolled around he got it all over his nose, his tail, his feet, and his back. Mr. Pig was so happy. He was dirty, but he was nice and soft. Now when he walked he didn't squeek becuase he had oil all over himself. Do you know what people started calling Mr. Pig? They called him Oily Oink, and that's how Oily Oink got his name.

LESSON 9

Activity 1 - Sound Review

Material: Story and story illustrations for no. 7/chalk/chalkboard.
Instructions: Review Oily Oink sound and story.

Activity 2 - Sound Review

Material: chalk/chalkboard.
Instructions: Review all sounds by writing them on the board with a balloon or circle drawn around each one. The child is to come forward and stand on the line. As the teacher says a sound, the child finds the sound and then draws a string coming down from the balloon. If the children are not sure of their sounds they should be presented again, each child having another turn. This time they should burst the balloon as they find it by erasing it.

Activity 3 - Sound Sequencing - Memory Drill

Material: A Magic Memory Band for each child made from construction paper with all sounds written on it. It can be held together with a paper clip or staple (not in the kit).
Instruction: Child wears the Magic Memory Band around his head and listens as the teacher presents one of the following sequences: pee, fee, mee, pω, fω, mω, poi, foi, moi in broken fashion then reproduces the sequence. If the child is successful in remembering the two sound sequences, he should then be given one of the following three sound sequences: peep, feef, meem, pωm, fωm, mωm, feem. Each child should have a turn and stand on the line as it is his turn.

Activity 4 - Sound Identification

Material: Story and story illustrations for no. 8 (Oh Yes Oh No)/chalk/chalkboard.
Instructions: Introduce the story of Oh Yes Oh No, showing pictures, telling the story and putting the œ sound on the board as usual.

Activity 5 - Rhyming

Material: Following picures cards: 98, 88, 24, 99, 71, 29, 64, 115, 78, 11.
Instructions: Say: Today we are going to talk about things that sound alike. When we say that something sounds alike we mean that it rhymes with it or sounds like it. When one word sounds like another one the tail of the word is going

to look like the tail of another word. Let's look at these two: mœ and pœ. They sound alike and the last sound œ is the same in both of them. The instructor should write these on the board as she says them. She should write other nonsense combinations on the board, pointing out to the children that they each sound alike. Now, I am going to ask you some riddles. Does anyone know what a riddle is? It is something that you have to give the answer to. Everybody listens and the answers will sound like some special words. Place three or four pictures on the chart rack. Hold up the cat, etc.

1. It sounds like cat and you wear it on your head. What is it? Give the children a chance to say hat. If they don't the teacher then should say it holding up the picture of the hat.

2. It is something that you live in and it sounds like mouse What is it? Is it hat or is it house? Pause and let the children respond: House and mouse. They sound alike.

3. It flies and says "zzzzzzzzzz" and sounds like me. What is it? Is it hat, house or bee? Pause. It is a bee. Bee and me sound alike.

4. It sounds like zoo and you have on two. Is it zoo and fish? No. Is it zoo and house? No. It's zoo and shoe. They sound alike.

5. It swims in the water and it sounds like dish. Is it dish or fox? Pause. No. Is it dish and fish? Yes. They sound alike and they look alike at the end. Go over them again saying the pairs together and telling the children that they sound alike. Mix the pictures up and see if the children can go through and put the correct ones together as the teacher says them. Do not require the children to say them. They do not have correct articulation for all of these words at this time and this would only confuse them.

Activity 6

Material: chalk/chalkboard. Have the following sequences written on the board: pεε, fεε, mεε, pω, mω, fω, pœ, mœ, fœ.
Instructions: Point to each sequence on the board, breaking and blending it. Have the children to do it with you. If they cannot blend using correct articulation, let then break one individually.

Story 8

œ yes œ nœ

Oh Yes and Oh No lived in a lovely two story house in the country. They had a two story house because Oh Yes wanted an upstairs room, and Oh No liked a downstairs room. Out behind the house they had a barn where their animals lived. Oh Yes had a cow because he liked to drink cow's milk. On No had a goat because he thought goat's milk was delicious. Oh Yes and Oh No had never been alike. They didn't even look alike even though they were twins. In fact, that's why their mother named them Oh Yes and Oh No. Oh Yes had black curly hair and brown eyes, and Oh No had blond, straight hair and blue eyes. Oh Yes was tall and thin, and Oh No was short and plump. Oh Yes was always smiling and shaking his head up and down like this (demonstrate) when someone asked him a question. Oh No's face was always sad, and he would shake his head from side to side like this (demonstrate).

Even though they were so different they had been very happy living on their pretty little farm in the country, until it was time for them to take a vacation. They both wanted to take a trip, but every time Oh Yes would suggest a way to travel, Oh No would say oh no. "Let's go by car," said Oh Yes. "That makes me carsick," said Oh No. "Let's go by train." "That makes me tired," said Oh No. "Well, what about flying?" asked Oh Yes. "We don't have enough money for that," said Oh No. Just as they were about to decide to stay home and not go on a trip at all, who should appear but P. Mooney coming down the road on his chain cycle. "P. Mooney," said Oh Yes, "I'm so glad you've come. We have really got a problem." P. Mooney said, "Well, what can I do to help you?" Oh Yes said, "We can't agree on how to travel when we go on our vacation trip. It will soon be time to go back to work and if we can't decide very soon we'll miss our vacation." "I wonder what I can do to help you," said P. Mooney. He reached way down into his P. Mooney bag and felt all around. Can you imagine what he pulled out? He found a streamlined twin-motored zip plane. "How would you like to travel in this?" he asked. "Oh, that would be delightful," said Oh Yes. Then he looked at Oh No. He was sure he was going to shake his head from side to side and say oh no. But Oh No's eyes were beginning to light up. He started to shake his head no but instead it went up and down like this (demonstrate). He was almost ready to say oh no, but his mouth was spread into such a big smile that it came out oh yes instead. What a big surprise that was for Oh Yes. He could hardly believe that Oh No was being so nice and agreeable. And it was just as big a surprise to Oh No. He never dreamed it would be so much fun to say yes. It wasn't hard at all. In fact, he felt better than he had ever felt in his whole life. Oh Yes and Oh No were so thankful to P. Mooney for helping them solve their problem about how they should travel on their vacation. But even more important was the way he had helped Oh No. He found out how happy he could be if he tried to be nice. He decided he was never going to be disagreeable and unpleasant again.

LESSON 10

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 9 (Beep, Beep and Boop)/chalk/chalkboard.
Instructions: Introduce Beep, Beep and Boop to the children, telling the story, showing pictures and presenting the sound in the usual manner on the board for the sound drill.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine b with all the other vowels that they have had to this point. Use b in initial and final positions. As you write these sounds, the children should break and blend each combination. Stress and require correct production.

Activity 3 - Sound Review

Material: chalk/chalkboard
Instructions: Write all the sounds on the board drawing balloons around each one. Each child in turn comes up, stands on the line, finds the sound which the teacher produces, and draws a string on that balloon. The activity can be repeated by asking each child to find a different sound and "burst" his balloon by erasing it.

Activity 4 - Sound Sequencing

Material: Stencil number 2 - one for each child/crayond or pencils.
Instructions: The teacher should say a sequence in broken fashion and tell the children to find it on the paper and draw a circle around it. She stresses the correct sequence to make sure the children do not circle the reversed sequence. She emphasizes the first and last sounds, using only two sound combinations. The teacher places her thumb on her chin when saying the first sound and then the first finger when saying the second sound.

Activity 5 - Rhyming

Material: Picture cards that rhyme (cards no. 12, 26, 49, 115, 29, 57, 32, 70, 1, 79).
Instructions: Display three pictures one of which rhymes with the one that you are holding. Say the one that you are holding and then say the other three Have the children find the one that rhymes or sounds like the one you are holding. Continue until each child has had a turn to match the rhyming picture.

Activity 6 - Synthesis

Material: chalk/chalkboard
Instructions: Write the following sound combinations on the board, saying first in broken and then in blended form, having the children break and blend each one individually: bϵϵ, bœ, boi, bω, fϵϵ, fœ, foi, fω, mϵϵ, moi, mω, ϵϵf, oif, ωf, œf, ϵϵm, œm, oim, ωm, ihp, œp, oip, ωp, ϵϵb, œb, oib, ωb. Allow them to produce the combinations in broken form if they cannot blend them. The correct articulation pattern should be stressed throughout this activity.

Story 9

beep beep and boop

Somewhere in the land of nowhere there was a Beep Boop Land. Everyone that lived in Beep Boop Land was a Beep except one poor little creature and it was a Boop. The things that lived in Beep Boop Land were not hes or shes, they were its. Have you ever seen a Beep? Let me tell you what it looks like. A Beep has a yellow body with red eyes, red wiggly stripes, a purple sprout of hair coming out of the top of its head with a purple curved horn and little black wheels for feet. That is a Beep. The Boop, the one little Boop in Beep Boop Land, looked just like all of the other Beeps except that its purple horn was all twisted and bent around. Everytime Boop opened its mouth to say beep, the only that came out was boop. It tried and tried to say beep, but it just couldn't seem to.

One day Boop looked up in the sky and saw something flying overhead. It came down and landed. Guess who it was? That's right, P. Mooney. After landing his Air Motor, P. Mooney walked up to the Boop and said, "Hello, what are you and where in the world am I?" Boop told him he was in Beep Boop Land and that he was a Boop. P. Mooney saw other creatures across the way and asked, "Are they Boops too?" Boop said, "No, they are Beeps. I am the only Boop that lives in Beep Boop land." "I have tried so hard to say beep, but everytime I open my mouth it comes out boop. I think it's because my horn is all tangled and twisted around. Even my friends don't understand me. Do you think you can help me?" "Yes," said P. Mooney, "I think maybe I can." "I will try my best." He reached down into his P. Mooney bag and felt in the left corner, in the middle, and all around. P. Mooney snapped his fingers and said, "I have it." Here is the thing that will help you." What do you think it was? It was a Beep Boop Horn Straightener. So, P. Mooney put it on the Boop's horn, yanked and pulled on it. Then he took it off. The Boop's horn was just as straight as it could be. P. Mooney said, "Now, Mr. Boop, open your mouth and seen what comes out." So Boop opened his mouth and said, Bop. He still couldn't say Beep. Now he couldn't even say Boop, all he could say was Bop. "Hmm, I wonder what is the matter?" said P. Mooney. "I think we straightened your horn too much." "Look at the Beep's horn. They all have a little curve. Yours is so very straight and that must be the reason you are saying bop. Let's see what else we can find in my P. Mooney bag." He put back the Beep Boop Horn Straightener and he felt around. Do you know what P. Mooney pulled out? It was a Beep Boop Horn Curver. He put in on the end of the Boop's horn. He yanked it again, gave it a tug and sure enough, there was a beautiful little curve in his horn. It looked very much like all of the beeps. This time when he opened his mouth, out came three perfect beeps. It sounded like the other beeps. Now Boop wasn't a Boop any more. He had learned to say the right sound and everyone knew exactly what he was saying. P. Mooney was happy that he was able to help.

Now the only things that live in Beep Boop Land are Beeps. P. Mooney said, "Goodbye, I'll come back and visit you someday." Then he put on his flying suit and off he flew in his Air Motor Machine.

LESSON 11

Activity 1 - Sound Identification

Material: Story and story illustration for no. 10 (Ada Ape)/ chalk/chalkboard.
Instructions: Introduce Ada Ape, telling the story, showing the pictures and placing the æ's on the board in the usual manner.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the æ with all previous consonants. Have the children say them in broken and blended fashion. Stress correct articulation.

Activity 3 - Sound Review

Material: Money for p, εε, f, ω, m, oi, œ, b, æ.
Instructions: Each child comes forward, finds the sound specified by the teacher by selecting a piece of money, and says the sound to the group. The group then says the sound.

Activity 4 - Sound Sequencing

Material: Flannel board/ same money cut outs
Instructions: Have each child come forward, stand on the line and find the following sequences given in broken fashion. Be certain that the child chooses the sounds in the order presented. Use two-sound sequences. If the children can successfully follow the two-sound sequences, go on to three-sound sequences.

Activity 5 - Analysis and Synthesis

Material: Geometric shapes, set 1 and 2/flannel board
Instructions: Teacher says one of the sound sequences in blended fashion and asks a child to find it. If he cannot, the teacher breaks it. He then finds sequence, breaks it and attempts to blend it. Give help if needed. Have the entire group to break sequence and to blend it.

Activity 6 - Sound Sequencing -- Memory Drill

Material: Flash cards for p, εε, f, ω, m, oi, œ, b, æ.
Instructions: Cards are placed in random order in the chart rack. Teacher says a sound sequence in broken fashion. Children are asked to listen for the first sound and the last sound, find the appropriate cards and place them in the correct order in the chart rack.

ædu æp

Once there was an ape named Ada who loved to swing in the trees. She would swing from one tree to the next all day long, but every few minutes she would have to stop because she would "ach-choo" - she would sneeze! She just couldn't enjoy swinging in the trees for "ach-choo", sneezing. Ada kept thinking that it would go away and that she would stop her "ach-choo", sneezing. But she just couldn't seem to stop. One day she decided to go to the doctor. The doctor said, "Ada, you do have a problem because you have caught a bad cold and that is the reason you are always sneezing. You like to swing up in the trees, back and forth, and it is very windy up there. You don't have anything on your head, and this is the reason you caught the bad cold and can't get rid of it. What you need is to get a hat to keep your head warm. Then the wind won't hit your head, and you won't catch another bad cold. So you go and see if you can buy a hat."

Ada went home, and she thought and thought - I've never seen an ape with a hat before. I don't really know what kind of hat to buy. In fact, I am not even sure that they would sell me a hat. So she sat up in the trees and scratched her head for a while and thought. She couldn't think about her hat for very long because her stomach was grumbling and growling. She was so hungry. You see, Ada had another problem. Ada was always hungry. She would wake up in the morning, eat her breakfast, and five minutes later she was hungry again. It just seemed that Ada stayed hungry all the time. First, she would think about her stomach, and then she would think about her head. She just didn't know what to do with these problems. Just then she looked down on the ground, and she saw someone walking by. Do you know who it was? That's right, our friend P. Mooney. Ada knew who P. Mooney was because P. Mooney had helped some of her other friends. She called out to him, "Hello, Mr. P. Mooney." P. Mooney stopped and he looked up in the tree. "Hello, who are you?" She said, "My name is Ada Ape. I have two very big problems, and I wondered if you might help me?" P. Mooney scratched his head and said, "Well, what are your problems Ada?" She explained to him what the doctor had said about needing a hat to cover up her head so she wouldn't, "ach-choo", sneeze so much, and she also explained how hungry she always was. "Do you think you could help me with at least one of my problems? Then maybe I could think about and solve the other one myself."

ædu æp

So P. Mooney thought for a while, put his hand down into his P. Mooney bag, and felt around. He said, "No, that won't do." And he felt in the other side and said, "No, I don't think that will do either." Then he felt right in the middle at the very bottom, smiled and said, "Ah ha, this is just the thing for you Ada Ape." He pulled it out, and do you know what it was? It was a real-live, fast-growing, fruit-salad hat. No one else in the whole wide world has one except P. Mooney. It was a hat that had real live fruit on it. It wasn't just pretend fruit. It was real fruit. It was a fast growing kind of fruit. You could pull one of the bananas off and before you could say Ada Ape there would be another one back in its place. So Ada could eat all of the fruit that she wanted. It was also a hat, so it could cover up her head. It actually would solve both of Ada's problems. She could eat all she wanted, and keep her head covered. But the fruit salad part of the hat, do you know what that means? Well, have you ever eaten any fruit salad? Fruit salad is something that has lots and lots of different kinds of fruit in it. It is all mixed up together and that is the way Ada's hat was. I've never seen a tree that has apples, peaches and pears all on it, have you? Well, no I haven't either. But that is the way Ada's hat was. That is why we called it a fruit salad hat. It was all mixed up. It was a real-live, fast-growing, fruit-salad hat, and it solved both of Ada's problems. She was so very happy. She thanked P. Mooney. She put the hat on and pulled out a banana. She ate the banana, and then she wasn't hungry. Best of all she didn't even sneeze anymore. P. Mooney waved good-bye as he went off to help someone else.

LESSON 12

Activity 1 - Sound Introduction

Material: Story and story illustration for no. 11 (Tillie TipToes)/chalk/chalkboard.
Instructions: Introduce Tillie Tiptoes, show the cards, tell the story and present the t on the board in the usual fashion for the sound drill.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Flash cards for t, f, m, b, p, ɛɛ, ω, ɑi, œ, æ.
Instructions: Have all of the vowel sounds on the right side of the chart rack, take the t, placing it in front of each vowel, breaking and then blending it letting the children hear the correct presentation. Have them break and blend the combination as a group and then have individual children do the same,putting the t in front of each vowel making all of the possible combinations with t. Do the same activity with f, m, b, and p. Then follow the same procedure placing the vowels on the left side and putting the t at the end so that it is ɛɛt, ωt, ɑit, etc. Do the same with the f, m, b, and p. If the children cannot produce them in blended fashion using correct articulation, have them simply to continue to break them.

Activity 3 - Sound Review

Material: Ballet shoes for p, ɛɛ, f, ω, m, ɑi, œ, æ, b, t/flannel board
Instructions: Have shoes on the flannel board, in the chart rack or on a table...whichever you prefer. Have a child come forward, stand on the line, say a sound and have the child select the correct ballet shoe. Then have him reproduce the sound himself, show it to the group and have the group say the sound.

Activity 4 - Synthesis and Analysis

Material: Following word cards: B1, B2, T1, T2, T3, T4, B7, B20, B6, F1.
Instructions: Have then arranged randomly in a chart rack. Have a child come forward, stand on the line and listen as you say one of the combinations in blended fashion, seeing if they can find the correct word. Have them listen for the first sound, the middle sound and the last sound or the first sound and the last sound as the case may be. If the child cannot find the correct word with the instructor saying it in blended fashion, she should then break the word for the child emphasizing the first sound and the last sound, etc. with the thumb and finger clues under the mouth. The child,

when he finds the correct one, should then break the word and then attempt to blend it if he can do so using correct articulation.

Activity 5 - Sound Sequencing - Memory Drill

Material: chalk/chalkboard
Instructions: Have the memory line drawn on the floor. Use the following sequences: bɷi, bεε, tεε, tω, bœt, fεεt, bωt, bεεt, for the sound sequence activity. Have a child stand on the line, look and listen as you write and say one of the sequences in broken fashion. He should then read it, turn around, and say it from memory.

Story 11

tilee tip tœz

Tillie was a very young, pretty girl who enjoyed doing almost everything. She loved to help her mother and her teachers and her friends do whatever they were doing at the time. She was very happy, and when she was happy she would dance around on her tip toes. She was happy so much of the time that she danced around nearly all day long. Well, this made many of the children laugh because she was constantly running around on her tip toes. They thought it looked funny to see someone running around on their toes instead of walking on the bottoms of their feet.

Well, one day when P. Mooney passed through town, she told him that the children laughed at her and why they laughed. P. Mooney didn't think that it was such an unusual thing to see someone on their toes. Since everyone was laughing, he thought that he should come up with something to solve Tillie's problem. He reached down into his P. Mooney bag and pulled out a pair of shoes. He gave them to Tillie and told her that they were ballet shoes. They weren't ordinary shoes. They had a square end on the toe. "You should put them on when you want to dance on your tip toes," said P. Mooney. Tillie Tip Toes put them on and danced around and around. Everyone came for miles around to see her dance. Her dancing made people happy, and she was happy when she was dancing. After her friends saw her dance in her new ballet shoes, they all wanted to get shoes just like hers.

LESSON 13

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 12 (Ispy)/ chalk/chalkboard
Instructions: Introduce Ispy to the children. Tell the story, show the pictures and print the ie on the board in the usual fashion for the sound drill. Carry out activities used previously for identification (Example Lesson 4, Activity 1).

Activity 2 - Sound Sequencing - Articulation Drill

Material chalk/chalkboard
Instructions Combine ie with all of the consonants that they have had up to this point in the program. Put ie in initial, final and medial positions. Stress correct articulation.

Activity 3 - Sound Review

Material Footprints for p, ɛɛ, f, ω, m, ɑi, œ, b, æ, ŧ, ie/ magnifing glass (not included)
Instructions: Place them in a footprint "track fashion" on the floor and have the children take turns holding the giant Ispy Super Duper Magnifing Glass and tracing the footprints. As he steps on each print, he should say that sound. If the child has difficulty with certain sounds, the teacher should assist.

Activity 4 - Sound Sequencing

Material: Ispy sequence badges.
Instructions: All of the blends should be placed out at one time. The teacher should say a sequence in broken fashion and have the child find it. The child should then attempt to blend it together.

Activity 5 - Analysis

Material: Following word cards: B2, B3, B4, B5, B1, T1, T2, T3, T4, T5, M1, M14, M2, M15, M3, F1, B20, B6.
Instructions: The teacher is to say one of the combinations in blended fashion. The child is to listen, identify the first and last sounds or the first, middle and last as the case may be and find the correct word. If he cannot successfully do this alone, the teacher should then break the word for him, helping him to identify his first and last sounds.

Story 12

iespie

Once there was a man named Ispy. Ispy was a private eye. Do you know what a private eye is? That's right, a detective. And what does that mean? He looks for and finds things that are lost or stolen. If someone has stolen a bracelet, he looks for it. He searches everywhere. He looks under beds, he looks inside pillows, and he even looks in the very furthest corner of the closet. He just looks everywhere. This is what Ispy did when someone would loose something. They would call or go to see him at his office. Then, he would try to find what they had lost. The only problem was that Ispy was not a very good private eye. He just couldn't seem to find anything. He couldn't even find his shoes when he got up in the morning. So, do you know what happened to him? People stopped calling and coming to see him because they knew Ispy couldn't find anything.

One day, because he didn't have anything else to do, Ispy went for a walk. He was looking down at the ground and he was so unhappy because he wasn't a good private eye. While he was walking with his head hung down, guess whom he bumped into? That's right, P. Mooney. He looked up and said, "Help, P. Mooney. My name is Ispy and I have a problem. Do you think you can help me?" P. Mooney said, "Oh, I will certainly try. What is your problem?" Ispy said, "I am supposed to be a private eye, but I am not very good. I can't seem to find anything. I can't even find my shoes when I get up in the morning, much less find someone's stolen bracelet." "I think I can help you," P. Mooney said. He reached down into his P. Mooney bag. Ah, ha, I have just the thing for you, a Super Duper Ispy Radar Magnifying Glass. "What does that do?" asked Ispy. P. Mooney said, "You see this gadget on the top? It has a dial on it just like the one on a phone. If you are looking for a stolen bracelet, you would dial "b" for bracelet and then start looking for it. When you started getting close, the Super Duper Radar Gadget would start glowing and the closer you got to it the brighter it would get. Ispy took the Super Duper Radar Magnifying Glass and said, "thank you." He went out immediately to find something. Do you know the first thing he was going to find? A case! So he dialed "c" for case, and sure enough, a lady walked up and said, "Aren't you Mr. Ispy?" "Yes, what can I do for you." "Someone has stolen my valuable necklace." Ispy went off to find the stolen necklace. Finding it made Ispy so famous with his Super Duper Radar Magnifying Glass that he didn't have enough room in his office to hold the files of all the cases he had. Now he was very, very happy and P. Mooney made another friend. It was also wonderful, when he got out of bed each morning to have no trouble finding his shoes.

LESSON 14

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 13 (Sue Sour)/chalk/chalkboard.
Instructions: Introduce Sue Sour to the children by telling the story, showing the pictures and working on the s at the board in the usual fashion for the sound drill.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Flash cards for p, ɛɛ, f, ω, m, ɑi, œ, b, æ, t, ie, s.
Instructions: Place the vowels on the right side of the chart rack. Place the s at the top with the first vowel, saying it in broken fashion and blending it together letting the children hear it both in broken and blended fashion. Have the children as a group attempt it in broken and in blended fashion. However, if they cannot correctly pronounce it in blended fashion, then have them go back and break the combination. Continue with all the vowels. Do the same activity placing the s at the end of the vowels with the vowels on the left and consonant on the right side. Review p, f, m, b, t in the same manner.

Activity 3 - Sound Review

Material: Lemons with p, ɛɛ, f, ω, m, ɑi, œ, b, æ, t, ie, s.
Instructions: Place them on the flannel board, chart rack or table. A child comes forward, finds the sound that the teacher says and then produces the sound himself. He shows it to the group and the group repeats the sound.

Activity 4 - Sound Sequencing - Memory Drill

Material: Lemons used in Activity 3/and a stick to use for tapping.
Instructions: Give each child a lemon with a sound written on it making sure that you have the same number of vowels as you do consonants. Have a chair placed in front of the room and call on a child to come forward and sit in the chair. He is to listen as the children you tap say the particular sound they have written on the lemon. The child sitting in the chair is instructed, when tapped, to reproduce the sequence that he has heard. Start with two sounds in a sequence, and if they can successfully do this, go on to a three sound sequence. Have the children hold up the

lemon so that the listener not only has the advantage of hearing it, but also has the advantage of of seeing the sound as the individual says it.

Activity 5 - Sound Sequencing and Synthesis

Material: Following word cards: S1, S2, S3, S4, S5, S6, S7, S8, S9.
Instructions: Display the cards in the chart rack. Say them in broken fashion and have the children find the correct words. As they are able to find them, have them sound them out and attempt to blend them. However, if they cannot blend using correct articulation, simply have them produce them in broken fashion.

Activity 6 - Synthesis

Material: chalk/chalkboard
Instructions: Write the following sentences one at a time on the board, having the children sound out each word and blend it together reading the sentences. Assist them as necessary. ie sϵϵ æ bœt. ie sϵϵ æ bωt. ie sϵϵ æ pie. ie sϵϵ æ bœ. Help the children to break and blend them. Read the entire sentence. If the child cannot blend a word successfully with correct articulation such as sϵϵ, then he should say s - ϵϵ in broken fashion, not blended. Have him blend only those words that he can produce with correct articulation. To assist him in blending the three sound words, first of all, have him blend the first two sounds as you cover up the final sound. After he is able to blend the first two, have him simply attach the sound at the end of his sound combination such as b̲œ̲, b‿œ, b‿œt̲, b‿œ‿t.

Story 13

S(ω) Sour

One day there was a little girl who looked just like this. She used to be a pretty little girl until one day something happened to her. Her face became very, very drawn, her lips were all squeezed together, and she looked so very sour. The reason for this was that she ate too many lemons. Even her head looked like a lemon. Her cheeks were all drawn in. Sue Sour just couldn't smile, no matter how hard she tried. Her Mommy would fix her plate with steak, green beans and mashed potatoes, but Sue wouldn't even touch them. She would scream, cry and yell. She didn't want anything except lemons. Finally she ate so many lemons that her mouth just drew all up. She looked so very sour that people started calling her Sue Sour, which became her nickname. No one knew her by any other name. She would go out to play with her happy friends, and they would all say, "Here comes Sue Sour." This made her very unhappy.

One day P. Mooney was riding by on his chain cycle. He almost had a wreck when he saw so sour a face. He stopped and looked at Sue Sour. Then he walked over to her and said, "Little girl, what is your name?" She said, "My name is Sue." Then he said, "What is the matter with you Sue?" "Why do your cheeks look like that, and why does your mouth look that way too?" "You look so sour?" Sue told P. Mooney that she didn't eat anything but lemons. That is why she looks sour and everyone calls her Sue Sour. She just couldn't seem to smile. She tried so hard, but she couldn't smile or stop eating lemons. She didn't like anything else. P. Mooney felt very sorry for Sue and said, "I think I can help you, Sue Sour." So he reached down into his P. Mooney bag and felt around into every corner. Finally, he said, "Ah ha, I have just the thing for you." He pulled out a bottle of instant smile solution and shook it up. This instant smile solution looked just like medicine. He took the top off, reached down into his P. Mooney bag, and got out some cotton so he could dab some of the solution on Sue Sour's cheeks. Soon, she felt very strange. Something started happening to her mouth and her cheeks. She started smiling just a little bit, and finally she had a great big smile on her face. She looked so happy. She said, "Thank you, P. Mooney." He said, "Now just a minute, Sue Sour, this solution is what we call a temporary solution. That means it won't last very long. You are going to have to eat meat and vegetables, and just what your Mommy and Daddy tell you to eat. You can't just eat lemons anymore. If you do, your mouth will go back to the way it was before. You can eat a few lemons, but you can't eat only lemons and nothing else. If you go home and eat exactly what Mommy and Daddy tell you to, you won't ever need any more instant smile solution." Sue Sour said, "Oh I will, I will, I promise. Thank you." She ran home to tell her Mommy what had happened. She sat down, ate every bit of her meat and every bit of her vegetables for dinner that night. After she had finished, she was surprised how good everything tasted and how foolish she was for not eating meat and vegetables before. Her mother just couldn't believe that it was the same little girl and she said, "Sue, you are so happy and you are smiling now. You are such a good little girl because you have cleaned your plate. I think that we will have to give you a new name. From now on we will have to call you Sue Smiles instead of Sue Sour."

From then on no one else ever called her Sue Sour again. They only called her Sue Smiles.

LESSON 15

Activity 1 - Sound Review

Material: Picture of all characters that they have had previously/ flash cards with all of these sounds written on them.
Instructions: Review all of the stories that the children have had up to this point. Have them identify the characters, and identify the sounds that go with them. Match the visual symbol to the character.

Activity 2 - Sound Review

Material: Lemons from the previous lesson.
Instructions: Same as Activity 3, Lesson 14.

Activity 3 - Sound Sequencing - Articulation Drill

Material: Flash cards for p, f, ee, ω, m, oi, œ, b, æ, t, ie, s.
Instructions: Do the same activity as illustrated in Activity 2, Lesson 12, this time adding the s consonant. The teacher should first say the sound combination letting the children hear it. The children should break the combination and then attempt to blend it using correct articulation.

Activity 4 - Synthesis and Analysis

Material: Word Cards: B3, P10, T5, B1, T2, B7, B20, F2, P9, S17, S1, S6/ Picture Cards: 34, 5, 46, 30, 47, 32, 33, 14, 4, 57 55, 60.
Instructions: Have placed on the left of the chart rack the word cards. Have matching pictures placed on the right in random order. The first child should read the first word card, sound it out and then find the correct picture on the right, placing it by the side of the printed word. If the children can use correct articulation in a blended fashion, have them blend it after they find the correct word. Use the work in various sentences.

LESSON 16

Activity 1 - Sound Review

Material: Clothes for the p, ɛɛ, f, ω, m, oi, œ, b, æ, t, ie, s.
Instructions: Place the clothes on the table or on the floor in random order. Have each child come to the front, one at a time, and select the clothes that he wishes to purchase. He should select one from the consonant section and one from the vowel section. He is to sound each letter and then attempt to blend the two together. Assist as necessary.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Chalk/chalkboard
Instructions: Write the s on the board several times and have the children say it as you write it. Add various vowels to the s's and have them repeat them. If they can correctly reproduce the vowel and s combinations go on to simple words such as see, sit, say, sign, so, and seat. Write each word on the board and have them sound it out.

Activity 3 - Sound Sequencing - Articulation Drill

Material: Flash Cards for ɛɛ, ω, oi, œ, æ, ie, f, p, s.
Instructions: Place the vowels vertically on the chart rack or on the table. Take the f and place it in front of the first vowel and have the children sound out the combination. Continue until the f has been placed in front of all of the vowels. Then do the same only placing the f at the end of the combination. Let the children do the drill as a group and then ask for volunteers to do it individually. Go through the same process for p and s. If they do not use the correct articulation while blending help them and do not require them to blend because this would reinforce the incorrect sound.

Activity 4 - Analysis and Synthesis

Material: Following Picture Cards: 4,12, 23, 29, 30, 32, 46, 47, 48, 49, 50, 55, 56, 57, 58, 60/Following Word Cards: P9, F1, M10, B2, B1, B7, T5, T2, T4, T3, T11, S17, S1, S8, S6.
Instructions: Have the words placed around the room in various places. Hold up the first picture and ask the child to find the word that goes with the picture. The teacher should sound out the word for the child. The child should blend it if possible and find the correct word. If he cannot blend it using correct articulation, the teacher should blend it for him and have him find the correct word. When he finds it

he should read it, sound it out, and place the picture and word side by side. Continue until all of the pictures are used. Help as necessary.

Activity 5 - Synthesis

Material: Sentence strips 1 - 11.
Instructions: Place the sentence strips on the chart rack. Only one strip should be placed in the chart at a time. Have the group attempt to sound out the first sentence. As each word is sounded out go back and blend it. Try to keep the flow of the sentence going. Help as needed. Question for comprehension after each sentence. Let them read them as a group and then ask for volunteers to read it individually.

LESSON 17

Activity 1 - Story Review

Material: Picture story and story illustrations for no. 13 (Sue Sour)
Instructions: Show the pictures and see if the children can tell the story. Assist as necessary.

Activity 2 - Sound Identification

Material: Story and story illustration for no. 14 (Iky Imp)/chalk/chalkboard.
Instructions: Tell the story showing the correct pictures. Write the i sound on the board and do the sound identification drill. If they can correctly reproduce the sound in isolation put it with various consonant combinations and have the children sound them out. Place it in all three positions.

Activity 3 - Sound Review

Material: Hats for p, ϵϵ, f, ω, oi, œ, b, æ, t, ie, s, i.
Instructions: Place the hats on the floor and have the children sit in a semi-circle in front of the hats. Give each child a turn to find the sound or sounds that you say. After each child finds his sound have him hold it up and have the entire group say the sounds.

Activity 4 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Do the articulation drill with the s, f and p in all three positions by combining these consonants with the vowels covered up to this point (ϵϵ, ω, oi, œ, æ, i).

Activity 5 - Synthesis

Material: Sentence strips 1 - 11.
Instructions: Place the sentences on the chart rack one at a time. Have the group read the sentence and then have the children each read it individually. Place only one sentence on the board at a time. After each sentence is read, go back and let the group read them all. Ask for volunteers to read all of the sentences individually.

Story 14

ıkεε ımp

Once there was a little old man named Iky Imp. Iky Imp was a leprechaun. Do you know what leprechauns are supposed to do? They perform lots of tricks. However, Iky, couldn't do any tricks. When he tried to pull bunny rabbits out of hats, all that would come out was a chicken. He would try card tricks and drop all the cards. Iky just couldn't seem to do any tricks right.

Once a year in Leprechaun Land, they have a very special show. Since Iky just couldn't seem to do the tricks, the head leprechaun was about ready to take Iky's leprechaun cap away from him. He told Iky, if he couldn't do tricks, he wasn't a good leprechaun. He said, that he could have only one more chance. Iky Imp was very sad, since this was the day before the big show. He didn't know what he was going to do. He sat down on a tree stump and tried to think of how he could keep his leprechaun cap, especially when he felt so unhappy. All of a sudden he looked up and there towering above him was P. Mooney. He had heard about P. Mooney's famous bag and all of the good he did for everyone. This gave Iky Imp an idea. He told P. Mooney about his problem and said that he must have a P. Mooney bag. Did he think he could pull out of his P. Mooney bag another P. Mooney bag, so he too could have one and make everyone laugh? If Iky might pull anything out of a P. Mooney bag, he would be the best leprechaun in leprechaun land. P. Mooney looked very seriously at Iky Imp and said, "I could pull another P. Mooney bag out of my bag, but I am not going to." Iky said, "What, I don't understand. You have never turned down a wish before. You have always helped people. Why won't you give me some help too?" P. Mooney looked at Iky and said, "Iky, the reason that you want a P. Mooney bag is to make people laugh. That is not the purpose of the P. Mooney bag. The purpose is not just to do funny things, but is to help people. You find things in a P. Mooney bag that will solve other people's problems. It is not just to be funny, not just to make people laugh. No, Iky, I won't pull out a P. Mooney bag for you, but I will pull out something that may help." Iky's sad face turned into a smile. "Oh, would you really help me?" "What can you do?" P. Mooney said, "I have another bag, it is a Tricky Trickster bag. It is very special and just for people like you who want to make other people laugh. It has all sorts of tricks in it; card tricks, bunny rabbits and tall black hats." P. Mooney felt down in his P. Mooney bag and said, "Here, Iky Imp, here is your Tricky Trickster bag. Now you can make people laugh. You put on the best show that leprechaun land has ever seen." Do you know what? He did!

LESSON 18

Activity 1 - Sound and Story Review

Material: All of the cardboard characters that the children have had up to this point and the accompanying flash cards with the sounds written on them.
Instructions: Hold up the first character and see if the children can name him and tell you something about the story that he represents. After each character is identified, have the child find the appropriate flash card from those placed on the table or in the chart rack. Continue until all characters are reviewed.

Activity 2 - Sound Sequencing - Memory Drill

Material: chalk/chalkboard
Instructions: Draw a line on the floor in front of the chalk board. Have the line drawn so the children can see the face of the person standing on the line and also can see the board. Have a child come forward and stand on the line. He is to listen and watch as you write one of the following on the board(pϵϵ, ϵϵp, sϵϵ, ϵϵs, ϵϵ, s, ϵϵ, fωt, sœ, bœt, bɑi, fɑis, ϵϵsϵϵ, sϵϵt). The teacher should sound out the combination letting the child hear and see it simultaneously. He then reads it and turns around and says it in broken fashion from memory. Assist as needed. If possible have him blend the combination.

Activity 3 - Sound Identification

Material: Story and story illustration for no. 15 (Zoo Zoof)/ chalk/chalkboard
Instructions: Tell the story as you show appropriate cards. Write the z on the board and do the sound identification drill. Have them say it individually and combine with vowels if possible. Use all three positions.

Activity 4 - Auditory Discrimination

Material: s and z written on a separate index card for each child (not in kit).
Instructions: Each child is given an s and z flash card. As the teacher says the s the children should hold up the s cards. When she says z they should hold up the z cards. After they are consistent, the teacher should take up the cards and hold them up having them say what they see. This exercise will give them both a receptive and expressive experience with these two sounds and help them to distinguish them from each other.

Activity 5 - Synthesis

Material: Sentence strips 12 - 17/word cards in following order: B7, B20, T4, T3, P14, P9, B1, B2, B2, B3, B1, B3.
Instructions: Place the first sentence and first two cards in the chart rack and have the children read in unison. Then have them read it individually. Continue until all sentences have been read as a group and as individuals. Stress correct articulation as they read.

Story 15

zω zωf

Zoo Zoof was a zoo keeper, a very unhappy zoo keeper. Look how unhappy he looks. He has a zoo, a key and a lock on his zoo, but he doesn't have any animals. There weren't any animals to see and no one every came to see his zoo anymore. So Zoo Zoof was very, very unhappy. And he thought, what can I do? I want to get people back to my zoo. I will have to do something very special, because there are already regular kinds of zoos in town. People probably wouldn't come to just any old zoo, that is, just like everyone elses. I'll have to do something different. Now what can I do? Suddenly, Zoo had a great idea! He decided that the thing to do was to write his old friend, P. Mooney, to see if he could possibly help him. He sat down right away and wrote a letter as quickly as he could. He put the envelope in the mailbox. Before you could say Zoo Zoof's Zoo, he looked up in the sky and saw a great big airplane. He thought that it could not possibly be P. Mooney because P. Mooney usually travels about in his Air Motor. But the airplane landed right in the middle of the zoo and out of the plane came P. Mooney. He went over, told P. Mooney hello, and asked him why he flew in this big airplane instead of his Air Motor. P. Mooney explained that his Air Motor was not right to carry his special cargo. He just couldn't put all of the animals he brought for Zoo Zoof on one Air Motor. If he put an Air Motor on each one, the animal might not know where to go. He thought he had better crate them all up in a plane, and that is just what he did. Zoo Zoof was so excited he could hardly wait to see what kind of animals he had. "Just wait and see," said P. Mooney. He pulled the first box off the airplane. The box had a very strange name written on it. Can you help me read this name? Ooz, that is the name of the first animal. Would you like to take the lid off the box and see what the animal looks like? "Yes," said Zoo Zoof, and that is an Ooz. His head looks like a three leaf clover and he has a funny little nose. The next box that P. Mooney took off had Oes written on it, and that was the name of the next animal. Let's take the lid off and see what he looks like. Oh my just look! He has 2, 3, 4, 5, 6, 7, 8 - oh my, he has eight noses. This Oes has four funny looking kinds of legs and feet, a triangle body and a square for a head. I've never seen an animal quite like that, have you? The next box says Ies. Let's count the eyes, 1, 2, 3, 4, 5, 6, 7, 8 eyes. He has three legs that look kind of like a Christmas tree. His body is all wiggly and squiggly. That is what Ies looks like. Let's look at the next animal. P. Mooney brought out a box that said Aes. Aes looks like a capital letter "A". What a funny animal. His two little feet looked like capital A's. The next box had Iz on it. What a strange name for an animal. He had funny little links on the top and bottom of him and each side of him. He links things together, doesn't he? My my, what a funny looking animal. The next box has Oys on it and he has the looks of a pig and a dog all put together. He has three legs. The next box has Eez. Let's look and see what Eez looks like. It looks like a great big sponge, doesn't it? Zoo took all of his animals and put them in one great big cage. He started to walk off, and all of a sudden he heard this strange noise. It was ooy, ooy, aa, aa, ii, ii, uu, uu, oo, oo. All of the animals were making these strange noises except the Eez. The Eez had not made a sound. He was very quiet. In fact, the Eez had not even moved since he was put in the cage. All of the other animals were walking and making strange noises. Zoo Zoof finally decided that the Eez must be sick. Maybe he was air sick from the flight. He decided to run out and find P. Mooney again to see if he could help him. He caught P. Mooney just before he took off and he said, "the animals are hungry and they all want something to eat, except for the Eez. He has not moved one single bit, and he has not made a sound. Do you think he might be sick?" P. Mooney just laughted and laughed. Do you know what he told Zoo? He said, "Eez is not an animal. The Eez is bread. It is the food that you feed all of the animals. They all eat Eez. It is just like plain old bread. Just break a piece off and feed it to them. It is magic bread. Everytime you break a piece, another piece will grow right back in its place, and the animals just love it. Go get the Eez, break it off, and feed it to the animals." Zoo Zoof thought how silly he was, but all of those animals didn't look like animals either, so he really didn't know. He broke off the Eez and fed it to the animals. They were very quiet and laid down and went to sleep. People from all over the world came to see Zoo Zoof's Zoo because it was the strangest zoo in the whole world.

LESSON 20

Activity 1 - Sound Review

Material: Lion poster with following patches attached: p, ɛɛ, f, ω, m, ɑi, œ, b, æ, t, ie, s, ı, z.
Instructions: Place the lion poster so that all children may view. Call on a child and have him find the sound or sounds that the teacher says. Sometimes use one sound. Sometimes use a two sequence combination in broken fashion. After each child has selected his sound or sounds have him show them to the class and have the class say them. Do all combinations in broken fashion. Do not attempt to blend them together. If the child blends automatically nothing should be said.

Activity 2 - Sound Identification

Material: Story and story illustration for no. 16 (Agee Applebee)/ chalk/chalkboard.
Instructions: Tell the story as you show the appropriate pictures. Write the a̲ on the board in random fashion having the children first identify it when they hear it and produce it when they see it. Combine it with various consonants in broken fashion and blend if possible using correct articulation.

Activity 3 - Synthesis

Material: Following word cards: B9, B7, F11, M4, P3, P4, S11, X15.
Instructions: Place the word cards at various points around the room while the children hide their eyes. Do not hide the words, however, out of sight or it will take too long to find them. Ask for a volunteer then sound out for him in broken fashion one of the hidden words. The child is then to search the room until he finds his word. He is to bring it to the teacher, sound it out, and see if the class can blend it. Continue until all cards are found. Repeat if time allows.

Activity 4 - Auditory Discrimination

Material: Following picture cards: 10, 11, 12, 143, 95, 13, 83, 31, 35, 126, 132, 45, 39, 56, 7, 58, 59, 102, 67, 64, 65, 144, 131, 99/Following flash cards: z, b, f, s.
Instructions: Place the four flash cards on the table or in the chart rack. Point to each card and review with the

LESSON 19

Activity 1 - Story Review

Material: Story and story illustrations for no. 15 (Zoo Zoof)/chalk/chalkboard
Instructions: Show the pictures and have the children tell the story. Assist as necessary. Identify the character with the z sound.

Activity 2 - Synthesis

Material: Word cards in following order: S4, S1, S10, S2, S3, X3, X4, X5, X6, B7, F2, F1, F3, F4, P1.
Instructions: Hold up the first card and have the children sound it out as a group. After they have sounded it let them attempt to blend it. Assist as necessary. Talk about the meaning of each word after it is blended together. After they have all been sounded out by the entire group go back over them again calling on individual children to answer.

Activity 3 - Synthesis

Material: Sentence strips 12 - 19/Word cards in following order: B7, B20, T4, T3, P14, P9, B1, B2, B2, B3, B1, B3.
Instructions: Same instructions as used in Lesson 18, Activity 5.

Activity 4 - Sound Sequence - Memory Drill

Material: Following word cards: X13, X4, X14, X3, B8, P2, S8, T5.
Instructions: Hold up the first card and call on a child to sound it out and blend it if possible. Cover up the card and see if the child can sound it out from memory and blend it without looking at the card. Continue until all cards are used.

children the sounds that they represent. Hold up the first picture and say it for them in blended fashion. They are to listen for one of the four sounds. If they hear one of the sounds they should come forward, take the card, and place it under the appropriate card. Overemphasize the sounds if necessary for them to identify them. If this proves to be too hard for them use only the s and f sounds.

Activity 5 - Synthesis

Material: Sentence strips 20 - 27/Word cards in following order: P11, P2, S12, S20, M8, M10, F21.
Instructions: Place the first two sentences on the chart rack. Place the seven word cards on the rack also and have the children choose the appropriate words for the sentences. Read one sentence at a time as a group and then individually. Go back and read all of them together and then individually. Continue until all sentences are read.

Story 16

agee aplbee

Agee Applebee was a lady who just loved to eat apples. She ate 100 apples every day. She liked the red ones and the yellow ones, but she never ever ate the green apples because she knew they would give her a tummy ache. She just loved apples.

One day a very strange thing happened to Agee. Her skin began to feel real, real funny, and it began to get very, very tight. It was so hard for her to bend her fingers, her wrist, her knees or her back. Her skin just wouldn't move. She couldn't seem to bend her skin at all. It became as tight as the skin on apples. Agee said, "Oh me, I must have eaten so many apples that my skin has become just like an apple's skin. What will I do?"

One day she was lying out under a tree crying because she had tried and tried to bend her knees to get up, and she just couldn't get up off the ground. All she could do was just lie there feeling very sad and unhappy. Then P. Mooney walked by and she called out to him. He came over to help her. He said, "Why, Agee Applebee, what is happening to you?" She said, "Oh, P. Mooney, I have eaten so many apples that my skin has become just like an apple's skin. It is so tight that I can't bend my wrists or fingers. I can't even get up off the ground. What will I do?" P. Mooney told Agee not to fret because he had just the thing for her. He reached way down into his P. Mooney bag feeling over on the right side, the left side, the middle, and finally, he found just what he wanted. He pulled out a strange looking bottle of red stuff. Agee looked at it and said, "My, P. Mooney, what's that?" He said, "This is Magic Bender Juice. If you just take a little of it and rub it on your elbow, you'll soon be able to move your elbow. Everytime you use this Magic Bender Juice, it fills right back up all by itself. You never have to buy another bottle. You will be able to walk, bend your arms and fingers without any trouble at all. You can even go on eating all the apples you want. Apples are good for you." Agee thanked P. Mooney over and over again. Then she asked him to help her put some of the Magic Bender Juice on her elbow, so that she could move it. Then she would be able to put the rest on by herself. He said, "Oh, yes Agee, I would be glad to help you." So he took the top off and put some on her elbow. Sure enough, she could bend her elbow. Then, she took the bottle and put the Magic Bender Juice on her knees and neck. She could bend and stretch just like everyone else and she was so very happy.

LESSON 21

Activity 1 - Sound Identification

Material: Story and story illustration for no. 17 Go-Go)/chalk/chalkboard.
Instructions: Tell the story showing appropriate pictures. Write the g on the board and have them identify it by saying when they see it and pointing to the g when they hear it. Combine it with the various vowel combinations, putting it in all three positions.

Activity 2 - Sound Review

Material: Flowers for the following sounds: p, ϵϵ, f, ω, m, ɑi, œ, b, æ, t, ie, s, i, z, a, g.
Instructions: Give out the flowers to the children so that they each have approximately the same number. Ask them to return the flowers as they hear you say their sound.

Activity 3 - Sound Sequence - Memory Drill

Material: One copy from stencil sheet no. 3a, 3b, or 3c for each child in the class room. Spread them around so that children seated side by side do not have the same sheet/Nine discs for each child.
Instructions: The teacher should call out a sequence which is on the sheets in typical bingo fashion and they cover it as they find it on their sheets. The first one to win should say Gasless Goose instead of Bingo.

Activity 4 - Analysis

Material: Following picture cards: 4, 5, 12, 14, 23, 26, 29, 30, 32, 33, 50, 57, 58, 37/felt sounds: p, ϵϵ, f, ω, m, ɑi, œ, b, æ, t, ie, s, i, z, a, g/flannel board/omission blanks.
Instructions: Place the first picture on the flannel board with the omission (dash) sign for the initial sound and the appropriate medial and final felt sounds underneath the picture. On the right side beside the picture, place several sounds one of which is the correct initial sound. The child says the word and finds the correct initial sound and places it in the blank. If the child uses incorrect articulation in pronouncing the word the teacher should say it for him so he has the benefit of the correct auditory stimulation. Continue until all pictures are used.

Activity 5 - Synthesis

Material: Sentence strips 20 - 27/word cards in following order: P11, P2, S12, S20, M8, M10, F21.
Instructions: Same as previous lesson (Lesson 20 Activity 5). Stress correct articulation even if the reading sounds stilted. The correct articulation is more important at this stage.

Story 17

gœ-gœ

In Mr. Goldie's toy shop on Goer Avenue are many toys. Mr. Goldie names all his toys. He likes to pretend that sometimes they talk among themselves and also to him. To a bright, shiny, red and blue top he game the name Go-Go. He named this top Go-Go because when the gold knob on top was twirled, the top would go round and round until it was going very, very fast. Go-Go had a special place on a green table by the side of a box of grey caps. Go-Go liked this spot, for every little boy and girl who came to try on a grey cap would first give Go-Go a great big twirl. As Go-Go spun round and round, he sang a gay little song.

One day, Go-Go fell to the floor and rolled under the table. He did not think that he was hurt. There was not a dent nor a crack. He lay on the floor a long, long time. He wondered when someone would see him and pick him up. He did not like being under the table. It was dark and dusty under there.

One day a little girl came into Mr. Goldie's shop. As she stooped to pick up a penny she had dropped, she saw Go-Go. "Oh, you poor top," she cried, "you are too shiny and bright to be under the table. I will put you back on top." This made Go-Go very happy. He could hardly wait until someone would twirl him round and round, and he could sing his gay little song. But the next time he was twirled, Go-Go could not sing, he could only groan and groan because of his fall from the table. Of course the boys and girls did not care to twirl Go-Go now that he could only groan. He lay on the table several days without anyone paying any attention to him. "Oh, what can I do? Who can help me?" thought Go-Go. Will no one like me any more?"

One day P. Mooney came into Mr. Goldie's shop. He often came in to visit Mr. Goldie and the toys. When he saw Go-Go he said, "Go-Go, why aren't you going round and round, and singing your gay little song?" Go-Go groaned and answered, "P. Mooney, since I fell from the table, I cannot sing. I can only groan and groan. The boys and girls do not want to hear me groan. What can I do?" P. Mooney rubbed his nose and started to think. Then he reached into his P. Mooney bag. P. Mooney looked up at Go-Go and said, "I may be able to help you. I have with me my P. Mooney stick. If you will be very still, I will wave my stick over you and say some magic words. Then we will see if you can sing your gay little song." So P. Mooney waved his P. Mooney stick back and forth over Go-Go and said the magic words, "Me-go, pe-go, fe-go-go."

gœ-gœ

Then P. Mooney put his P. Mooney stick back in his bag, and he twirled Go-Go very very fast. At first there was only one short groan, and then there was no sound at all. Then suddenly Go-Go started singing his gay little song. P. Mooney's stick had worked. Now Go-Go was very happy because all the little boys and girls who came into Mr. Goldie's shop to try on the grey caps would give Go-Go a big twirl and he could sing his gay little song. The magic words helped too. Let's say them again, "me-go, pe-go, fe-go-go."

LESSON 22

Activity 1 - Sound Identification

Material: Story and story illustration for no. 18 (Dan Diver)/ chalk/chalkboard.
Instructions: Tell the story and show the appropriate pictures. Write the d on the chalk board and do the sound drill by having the child point to the sound as the teacher says it. Then have the child say the sound as you point to the sound. Then combine the d with all of the possible vowel sounds in order to do the articulation drill. Put the d in all three positions. Stress correct production. If they can not use the correct production when blending do not require them to blend.

Activity 2 = Sound Review

Material: Lion poster with sound patches for following sounds: p, ee, f, ω, m, ai, œ, b, æ, t, ie, s, i, z, a, g, d.
Instructions: Place the lion on the board or floor. Give each child several patches and tell them that they are going to patch Mr. Lion's clothes. Ask for the patches one at a time. Have them attach the patches to the lion.

Activity 3 - Auditory Discrimination

Material: Three flower posters/bugs and butterflies.
Instructions: Display the three posters and say: These are flowers and today we are going to look at some bugs and butterflies that want to sit on these flowers. Let's look at three of our bugs. This one says bee. Let's put him here. Place the bug on one of the posters. Continue until one of the ie and œ words are placed on the other two. Then hold up a fourth butterfly or bug and let the children sound it out, blend it, and see which flower it belongs on. Stress that the two sound alike and have the same last sound. Show them visually also. Continue until all are placed on flowers.

Activity 4 - Analysis

Material: Felt sounds: p, ee, f, ω, m, ai, œ, b, æ, ie, s, i, z, a, g, d/Following pictures: 68, 73, 5, 46, 48, 12, 36, 14/omission blanks.
Instructions: Place each picture on the flannel board with the blank strip first and the other appropriate sound or sounds in place underneath each one. Place three sounds on the right for them to choose from. One of them should contain the missing sound. Say the word and have the children listen for the first sound and place it appropriately.

Activity 5 - Synthesis

Material: Sentence strips: 2, 8, 14, 16, 18, 19, 22.
Instructions: Place the strips in the chart rack one at a time and have the children read them in unison. Then have volunteers read them individually. They will not have had some of the sounds represented in the pictures, but the picture should be the clue. Here you are stressing correct articulation of the sounds that they have had up to this point.

Story 18

dan dievr

Once there was a man named Dan Diver. Dan was a deep sea diver, which means that he goes down to the bottom of the sea, dives, looks, and collects things. He had a very special suit called a deep sea diving suit. This was the suit that he wore when he was down under the sea. With this special suit on he could breathe under water. It was also his protection so he wouldn't scratch or hurt himself under water.

Dan Diver had a problem. This was the only suit that he had. He didn't have a regular suit that he could wear when he came out of the water. Because he didn't have another suit, he had to wear his deep sea diving suit all the time. He couldn't come out of the water to buy another suit because he didn't have any clothes to wear. He wanted, so badly, to go to the store and to the movies, but poor Dan Diver couldn't because he didn't have any clothes.

One day when Dan was down there walking around, he ran into someone. It was P. Mooney in his Ocean Spray Cranberry Suit. "Oh P. Mooney," said Dan Diver, "what are you doing down here?" "Oh, I just got tired of walking on land, and I thought I would walk under water for a while," said P. Mooney. "I sure am glad that you decided to walk down here. I need your help, P. Mooney," said Dan Diver. "What is the matter, Dan? Don't you like to be down here diving?" asked P. Mooney. "Oh yes, I just love to dive. But sometimes I would like to go to the movies and do the things that other people do," said Dan. "Well, why can't you then?" asked P. Mooney. "Just go up to the top of the water, onto the ground, and then to the movies," said P. Mooney. "But I can't, P. Mooney, I don't have any clothes to wear. I don't have anything except this deep sea diving suit," P. Mooney said Dan. "That is a problem, but I think I can help you," said P. Mooney. So he reached down into his P. Mooney bag and felt around. P. Mooney pulled something out and opened it up. What do you think it was? It was a reversible suit. "Well, what in the world is that?" asked Dan Diver. If you wear it on one side you can stay under, swim and walk. You can do all of the things on this side of the suit that you would do in your deep sea diving suit. Then, you can reverse it, and when you use this other side you can get out of the water and go to the movies. You can go to the store, go shopping and do all the things that all the other people do in town. "Oh, that would be just marvelous," said Dan. He slipped into the reversible suit. Sure enough, on one side he could stay under water and it wouldn't even bother him. It was just like his deep sea diving suit. Then he turned it over and tried the other side. He got out of the water and walked on the ground. Sure enough, it was just like a nice tailor made suit. "Oh, it is so nice out here, I think I will go to the movies," said Dan Diver. "Wait a minute," said P. Mooney, "and I will go with you." So P. Mooney pulled out his chain cycle and jumped on it. Dan Diver jumped on the back and off they went to the movies.

LESSON 23

Activity 1 - Sound Identification

Material: Story and story illustration for no. 19 (Will Wink)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the w sound on the board several times. Say the sound and have a child point to the sound. Give each child a turn. Then the teacher should point to the sound and have the children say it as a group and individually.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Write the w on the board combining it with all of the vowels that they have had to this point. Put the w in all three positions. Have the children recite the drill as a group and then perform individually, emphasizing the correct production of w. If they are successful with the consonant-vowel combinations, write some words on the board or repeat them and have the children say them.

Activity 3 - Sound Review

Material: Kites with the following sounds: p, ɛɛ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w.
Instructions: Place the kites on the floor, table or use plasta tac to attach them to the wall. Give each child a turn to come forward and find the sound or sounds that you say. Continue until all sounds are used.

Activity 4 - Sound Sequencing - Memory Drill

Material: chalk/chalkboard
Instructions: Draw the memory line on the floor and have one child come forward and stand on the line. Write one of the following combinations: gas, fɛɛt, bœt, sɛɛt, zag, mɛɛt, dig, bag. Say each sound as you write it having the child listen. He should then say the sounds in the order that they appear and blend them if possible. Then have him turn around and say them from memory. Assist as necessary. Continue until each child has had a turn.

Activity 5 - Synthesis

Material: Pictures in following order: 20, 142, 6, 125, 16, 96, 21, 22, 24, 66, 64, 144, 31, 132.
Instructions: Place the pictures in the chart rack as listed above. Have a child come forward and listen as you sound out one of the words. He is to listen, put the sounds together and see if he can find the picture. Have him name the picture. Stress correct articulation. Continue until all pictures are used.

Story 19

wıl wınc

There was once a pirate by the name of Will Wink. At one time, Will Wink was a very, very mean pirate who had spent all his time on the seas attacking ships. One day he sat down and began thinking about all the things that he had done and realized that it might be more fun to do nice things for his friends and the people around him. He decided to give up this life as a pirate and try to do things that other people would enjoy. He thought and thought for a long time about what type of work he could do. Finally, he decided that one of the most important and enjoyable things that people do is to eat, especially delicious food. What if he could grow something that most people enjoy more than anything else? After thinking a long, long time, he decided that this food was watermelon.

Since he loved the sea and spent all his life on the ocean, Will Wink decided to find an island on which to grow his watermelons. He planted rows, rows and rows of watermelons. When it came time for harvest, he had great big watermelons. He thought everything would be just fine, but Will lived on an island and it was quite a long distance from the people on the mainland. He found he had very few customers even though he had extremely fine watermelons. What he needed was something extra special that would make his watermelons better than anyone else's. Will thought and thought - if these watermelons didn't have seeds, they would be easier and more enjoyable to eat. People would come from miles and miles around to buy them. While he was feeling so sorry for himself, along came P. Mooney on his P. Mooney skis. P. Mooney came up on the beach and walked up to Will Wink. "Will, what is the problem?" asked P. Mooney. Will told him his troubles about not being able to sell his watermelons. P. Mooney reached into his P. Mooney bag. He came up with something that looked like a big bird with a big snoot or nose which resembled a vacuum cleaner nozzle. Then P. Mooney put the bird next to the watermelon. The bird took one big sniff and out jumped all the seeds from the watermelon. Will Wink said, "What in the world is his name, what is he?" P. Mooney said, "He is a Seed Seeker." He loves seeds from the watermelon better than anything in the world. You may keep him to get rid of all the seeds." Well, that made Will Wink's job so easy. He got rid of all the watermelon seeds, and people came from miles around just to buy these wonderful, extra special watermelons. Seeing other people so happy from the hard work that he had done to grow his watermelons made Will Wink very happy too.

LESSON 24

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 20 (Ethel Egghead)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the e on the board several times and have the children identify it by pointing to it as you say the sound. Then have them say it as you point to it. Continue until all children have had a turn.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Flash cards with the following sounds: p, f, t, s, ʒ, d.
Instructions: Place all of the consonant sounds in a line vertically down the chart rack or on the table. Place the e on the right side of the consonant one at a time and have the group sound out the combination and then attempt to blend it. Continue until the e is blended with all consonants. Then place the e on the left of the consonants and do the same. Each time stress correct articulation.

Activity 3 - Sound Review

Material: Bananas for the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e.
Instructions: Place the bananas randomly on the flannel board or on the floor. Call out the sounds and have the children locate them. Call out both two or three sound sequences for them to find and recall. This will also require them to remember the sequence as they search for the correct sounds. Continue until all bananas are picked.

Activity 4 - Analysis

Material: Pictures in following order: 4, 5, 55, 56, 26, 64, 68, 79, 133/word cards in the following order: P9, G2, D1, M11, Z1, P10, S8, S16, W6.
Instructions: Place the pictures vertically on the left side and the word cards randomly on the right. Have a child come forward and say the name of the first picture. Stress correct articulation. Then have him sound out the word and see if he can find the matching word card and place it beside the picture. Assist as necessary.

Activity 5 - Synthesis

Material: Sentence strips 28 - 34.
Instructions: Place the strips in the chart rack one at a time and have the group read. Stress correct articulation. Ask for volunteers to read individually. Continue until all strips are read in unison and individually. Review and discuss the sound make up of those words which the children may have difficulty producing.

Story 20

ethel eghed

Ethel Egghead was a very sad little egghead who lived on the same farm where Oily Oink lived. Oily Oink and Ethel Egghead were very good friends. Sometimes they would play together, but Ethel Egghead didn't play very much because she was so unhappy. She always had a very long face. Oily Oink just couldn't understand why anyone would be so unhappy living on such a lovely farm. No matter what Ethel tried to do, she just couldn't seem to keep from falling down. She had a soft shell and when she would fall, her shell would crack. No sooner would her shell start to heal, than she would fall and crack it again. So it seemed to Ethel that she would always have a crack in her shell. Some people too have soft bones. When they fall, sometimes their bones crack or break like Ethel's shell. It seemed as if she would fall down at least once a week. Poor Ethel. She was so unhappy.

One day Oily Oink, seeing how unhappy Ethel had been, decided to call his friend, P. Mooney. He remembered how P. Mooney helped him not to have dry skin. He knew surely P. Mooney could do something for Ethel Egghead. It wasn't long before P. Mooney arrived at Farmer Brown's. He saw Oily Oink and they had a nice reunion. P. Mooney said, "Well, what is the matter?" "Why did you send for me?" Oily Oink explained Ethel Egghead's problem and how unhappy she was with her soft shell. P. Mooney said, "My, my Ethel, what a long face. Why don't you smile? You don't look very pretty when you frown so." Ethel cried and said, "How can I smile when I have a big crack down the side of my shell?" P. Mooney said, Cheer up, Ethel." When he reached down into his P. Mooney bag, Ethel's eyes lit up because she remembered how P. Mooney had helped Oily Oink. She said, "P. Mooney, can you really help me?" P. Mooney pulled out a bottle. In that bottle was the strangest looking powder that Ethel or Oily had ever seen before. She said, "What in the world is that strange looking powder?" "It looks like a rainbow it has so many different colors." P. Mooney said, "This is your Calcifier. Oily and Ethel said, "Calcifier, what in the world is Calcifier?" P. Mooney explained that when people have soft bones sometimes they take calcium. Calcium helps build strong bones and strong teeth. Calcium would help Ethel build a strong shell. She was to take the calcium powder and sprinkle it into her bath water. Then she was to soak herself in the calcifier water to get the calcium all in her shell.

ethel eghed

Ethel said, "Well, that is so easy." I can do that. She took the bottle of Calcifier thanking P. Mooney and ran into the house. Ethel put some Calcifier in her bath water, jumped in and soaked and soaked. She felt so good. Suddenly the phone rang. She jumped up out of the tub and ran into the living room to answer it. She was running so fast that her wet feet made her slip and fall. She thought, Oh, no not again! When she looked at her shell, do you know what she saw? Not a single crack. The top of her head was not cracked, the side of her head was not cracked and even the back was not cracked. This meant that she now had a strong hard shell. The Calcifier powder had worked. She was so very happy. She ran to the phone and answered it. It was one of her friends and Ethel Egghead told her how happy she was and what a very nice person P. Mooney was.

LESSON 25

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 21 (No-No)/ chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the n̲ sound on the board in random order and have the children identify the sound both receptively and expressively as in Lesson 24, Activity 1.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Write the n̲ on the board in combination with the various vowel sounds. Have the children sound the combinations out and blend them together if possible. Use the n̲ in all three positions in the syllables. Stress correct articulation.

Activity 3 - Sound Review

Material:Egg cutouts for the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n.
Instructions: Place the eggs on the table or on the floor. Call out various sounds and sound combinations and have the children select the correct eggs. Continue until all eggs are selected.

Activity 4 - Sound Sequencing - Memory Drill

Material: Flash cards for the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n/P. Mooney stick/a chair.
Instructions: Place the chair in front of the class and tell the children that this is the listening chair. Ask for a volunteer to come and sit in the chair. Give each of the other children a flash card. Give them out so that there are vowels and consonants represented. Explain to the children that you are going to play a very special game where everyone's mouth is zipped up tight. The only way that it can come unzipped is for them to be touched with the magic stick. When touched they will say the sound that is written on their flash card. The listener will listen to the sequence that is produced by the children selected and when told will reproduce the sequence in the same order. Start with only two sound sequences and progress on to three and four according to the children's ability. Continue until all children have had two or three turns to sit in the listening chair.

Activity 5 - Analysis

Material: Picture cards in the following order: 36, 22, 21 23, 30, 47, 54, 145, 80, 81.
Instructions: Place the pictures in the chart rack or on the floor. Tell the children that they are going to put on some listening ears. Have a child come forward and listen as you sound out in broken fashion one of the above pictures. He should listen, combine the sounds, and find the picture that goes with the word. Assist as necessary. Continue until all pictures are used.

Activity 6 - Synthesis

Material: Sentence strips 35 - 40.
Instructions: Place the strips in the rack one at a time and have the children read in unison. Stress correct articulation. Then ask for volunteers to read individually. Continue until several children have had an opportunity to read all sentences. Have them repeat as much from memory as they can about the story. Require good articulation during this activity.

Story 21

nœ nœ

Once there was a little boy named No-No. He got his name because his head would always go from right to left, left to right, back and forth as if he were saying no-no. This caused a very big problem for this boy, since he always seemed to be saying no-no, even at times when he meant yes. When people asked him questions, he would shake his head no-no. After a while his friends and relatives would not talk to him because they thought he was so negative. Negative means that he is always saying no-no or disagreeing. He seemed to be against everything. Now No-No was really a very nice little boy, but he had learned to only turn his head in one direction. He couldn't turn it up and down, he could only turn it from side to side. This made him so unhappy because people just didn't want to be around him. No one likes being around someone who is always saying no-no to everything. He was so unhappy and miserable.

One day, while feeling so blue, who should come along but P. Mooney. P. Mooney saw No-No standing around looking very sad and unhappy. He said to No-No, "What is your problem?" No-No said, "you can't help me. It is really a terrible problem." P. Mooney said, "Now don't be too sure. I have helped many, many people with my magic P. Mooney Bag. I have all sorts of interesting things in there." But No-No said, "You wouldn't have anyting in there that would make me turn my head up and down as well as from side to side." He said, "Well, why do you want to do that?" And No-No told P. Mooney the sad story of how he always had to say no-no even though he wanted to say yes-yes. P. Mooney scratched his head, and thought very carefully. He reached down into his P. Mooney bag and he pulled out a P. Mooney Neckserciser which he put around No-No's neck and turned on. It was a machine which made all the muscles of his neck vibrate this way and that way. When he turned off the machine and No-No tried to move his head, he could move it from side to side and up and down, just a bit, not too much. P. Mooney said that he had better give him another treatment. On went the Neckserciser again. This time when he took it off, he found that he could not only move his head from side to side but also up and down. No-No couldn't wait to try out the yes movement. Along came one of the friends who had avoided him because he was always saying no-no. He came up to No-No, knowing that the answer would be no-no and said, "would you like to go play games with us?" He expected him to shake his head and No-No did. Instead of side to side, his head went up and down. His friend was so surprised. "No-No you said yes-yes." No-No said, "Yes, I did." From that time on No-No could not only say no-no but could also say yes-yes.

LESSON 26

Activity 1 - Sound Identification

Material: Story and story illustration for no. 22 (Uncle Up)/ chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write a number of u's on the board and have the children identify it as in Lesson 25, Activity 1.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Flash cards for the following sounds: p, f, m, b, t, s, z, g, d, w, n, u.
Instructions: Place the consonants on the chart rack or table. Place the u on the right of each consonant and have the children sound out the combinations and blend if possible. Then repeat the activity but this time place the u on the left side. Stress correct articulation. Also ask for volunteers to sound them individually.

Activity 3 - Analysis

Material: Pictures in following order: 46, 49, 50, 54, 21, 29, 31, 33, 34, 35, 80, 81/P. Mooney bag.
Instructions: Place the pictures in the P. Mooney bag. Each child should have a turn reaching into the bag and pulling out a card. Each child should name the picture and attempt to sound it out (break word up into component parts). Assist as necessary.

Activity 4 - Synthesis

Material: Following word cards: B10, B11, B12, B13, B14, S12, P5, P6, M5, T6, T7, M6.
Instructions: Hold up the word cards one at a time and have the class sound them out and then blend into appropriate word. Assist as necessary. Talk about the meaning of each word as it is blended. Continue until all words have been identified.

Activity 5 - Synthesis

Material: Sentence Strips 32 - 40.
Instructions: Place each strip in the rack individually and have the group read in unison. Then call on individual to read. Stress correct articulation. Have children then tell story from memory and use good articulation.

Story 22

uŋcl up

Uncle Up was a man who just loved to be up high. When he was climbing a ladder, he would go to the very tip top. When he would go on a trip and have to stop in a hotel, he would stay on the very top floor. Whenever he had some extra money, he would go out to the airport and hire a pilot to take him way up, up, up in the sky. He just loved to go up, up, up.

Poor Uncle Up had a problem. He was always running out of money. He didn't have a job because he spent all of his time doing things to be up high. Since he couldn't do anything special, he didn't know how he would get a job. How would he ever earn any money?

One day as he was sitting on the sidewalk scratching his head, P. Mooney walked by. He said, "My, oh my, you look upset and very sad." Uncle Up got up and said, "I am a very sad man. I don't have any money. I have to get a job and I don't know what to do." P. Mooney said, "Well, Uncle Up, what do you like to do?" "Oh, I like to go up, up, up." P. Mooney smiled, scratched his head and said, "That is a problem." He stuck his hand down into his P. Mooney bag and pulled out a little booklet. On the front of this little booklet was written, Jobs for P. Mooney's Friends. P. Mooney opened up the little booklet and looked to see if he could find Uncle Up's name. Sure enough, there was Uncle Up's name right there in the index .. in the front of the booklet. It said Page 13. He turned to Page 13 and there was Uncle Up's name again. It said, Jobs for Uncle Up. He read it very quickly to himself. When he got through reading it, he closed and put it back in his P. Mooney bag. "Uncle Up, I think I can help you," said P. Mooney. "There are a number of things that you can do and still go up." "You can be a fireman and climb to the very tip top of the ladder putting out fires in those tall, tall buildings." Uncle Up said, "That sounds pretty good. What else?" "Well, you can be a window washer for big tall skyscrapers. You would wear a chain and belt around your waist to hold you to the building. You could wash the windows and be way, way up high." Uncle Up said, "That sounds like it might work, but what else do you have?" P. Mooney said, "Well, you could be an airplane pilot and stay up in the air as long as you had enough gas." Uncle Up wasn't too sure and said, "What else could I do?" "There is one other thing you could do. There is a pogo stick factory here in town and they need a tester." Uncle Up said, "A tester for pogo sticks?" What in the world is that?" As they make a pogo stick in their machine, you jump up and down, up and down testing the pogo stick to see if it works properly. If it doesn't work, they will have to make it over again. If the pogo stick works, you give it to a man, who packs it in the box and ships it to stores for all the boys and girls to buy. "You know," said Uncle Up, "I think I like that idea." I would like to help make something for boys and girls. If I test the pogo sticks, I can jump up and down, up and down. You think they will even pay me for having so much fun? P. Mooney said, "They certainly will." They will pay you a salary at the end of each week. This is the money you earn for the week. Uncle Up said, "Oh, that would be delightful!"

Uncle Up ran down to the pogo stick factory to fill out an application. Pretty soon, they called him and he went to work testing pogo sticks. He was very, very happy in his job of going up, up, up.

LESSON 27

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 23 (Candy Cane) /chalk/chalkboard.
Instructions: Tell the story and show appropriate cards. Write the c on the board and have the children identify it receptively and expressively as usual. Go to the mirror and have them watch your tongue as you make the sound. Let them practice. Use a tongue blade for those who cannot keep the tongue tip down.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Write the various vowels that they have had up to this point on the board placing the c in front of each vowel. Have the children sound out the combinations. Have them attempt to blend if possible. However, if they cannot blend using correct articulation, let them continue to separate phonemes. Do the same with the c in the final and in the middle positions. Stress correct articulation.

Activity 3 - Synthesis

Material: A ladder drawn on a large piece of paper (not in kit). Attach the following word cards to the rungs of the ladder: X17, X18, X19, X4, X20, X21, X22, X23, X24.
Instructions: Have the group climb the ladder by saying the various words. Encourage them to say them as rapidly as possible. The purpose of this is to speed up their recall for the little words. Then give each child a chance to carry out same activity individually.

Activity 4 - Synthesis

Material: Sentence Strips 41-45.
Instructions: Place the strips on the floor or in the rack one at a time. Have the class read in unison and then have children read each sentence individually. Stress correct articulation.

Activity 5 - Visual Discrimination

Material: word strips
Instructions: Place the word strips on the rack one at a time. Have the children look at the strip and find the word that is not the same. Have them sound out each word and blend it. Continue until all five strips are used.

Story 23

candı cæn

Have you ever been to a candy kitchen in Peppermint Land? Um-m-m, it smells so good and looks so yummy. There are great big cans of white candy and great big cans of red candy just ready to be made into good tasting peppermint striped candy canes. There are many busy candy makers in the candy kitchen. They take a spoon of the white candy, a spoon of the red candy and twirl it together in just the right way to make a red and white striped candy cane.

As each candy cane is finished, it is moved into the front window for all to see and to be sold. There are some big striped candy canes, some little striped candy canes, and even some middle-sized striped candy canes. They are always so proud and excited, for they know that they will be bought to make someone happy. They may be bought for a sick child, or to tie on the top of a birthday present, or for a surprise gift, or just because they look so pretty and taste so good.

One time there was a sad-looking little candy cane in the window with just one red stripe around the top. Why did he not have more red stripes? It was because the candy maker ran out of red candy before he could finish Little Candy Cane. Little Candy Cane had been in the window several days and no one seemed to want to buy him. Each day he thought, How long will I have to stay in this window? Will anyone ever choose me? I want to make someone happy.

One day as P. Mooney was passing by the candy kitchen, he saw the sad looking Little Candy Cane. You know that P. Mooney liked to help everyone that he could, so he went into the kitchen and asked Little Candy Cane, "Why are you so sad and lonely looking?" Little Candy Cane answered, "P. Mooney, I have been in this window a long, long time and no one has ever chosen me. I must not be pretty with just one red stripe around the top." P. Mooney touched Little Candy Cane and said, "Would you like for me to try to help you?" "Oh!" said Little Candy Cane, "Do you think that you can? Is there any way that you can make me pretty so that I will be chosen?" P. Mooney nodded his head yes as he felt around in his P. Mooney bag. Then he pulled out some red stripes. "Little Candy Cane," said P. Mooney, "These red stripes will twirl around you in just the right way and you will be as pretty as all the other peppermint candy canes." Little Candy Cane held his breath as P. Mooney twirled the red stripes around him. Oh, how pretty Little Candy Cane looked! He felt so proud and he just knew that he would be the next candy cane to be chosen to make someone happy. And what candy cane do you think was chosen next?

LESSON 28

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 24 (Happy Heart) /chalk/chalkboard
Instructions: Tell the story and show the appropriate pictures. Write the h on the board and have the children identify it receptively and expressively as in previous lessons.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the h with various vowels placing the h in all three positions of syllables. Stress correct articulation of these combinations.

Activity 3 - Sound Review

Material: Clothes cutouts for the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h.
Instructions: Separate the vowels and the consonants. Have each child pick one vowel and one consonant. He should then sound them out and blend them together.

Activity 4 - Synthesis

Material: Spinner game
Instructions: Let each child have a turn spinning the spinner. Each child should sound out the word and blend it together. He should then make a sentence using the word.

Activity 5 - Analysis

Material: Spinner game
Instructions: Each child should have a turn to spin the spinner. He should name the picture that appears and then attempt to sound it out. Assist as necessary.

Activity 6 - Synthesis

Material: Sentence Strips 46 - 49.
Instructions: Place the sentences in the rack all at one time and read the story to the children. Then go back and have them read it stressing correct articulation. Ask for volunteers to read it individually.

Story 24

hapı hart

Once there was a little girl named Happy, and Happy had a favorite green dress that she liked to wear. She especially liked to wear this dress because it had a big red heart pocket. Each time the dress got dirty she could hardly wait for her mother to wash and iron it, so that she could wear it again. Happy wore this dress so often that all her friends started calling her Happy Heart.

Happy Heart always had something in that pocket that was fun to play with or fun to look at. It might be blue ribbons or purple straws. It might be brown pebbles or i.t.a. cards. Happy Heart liked to share her things with others. It made her very happy to pull surprises out of her pocket.

One day Happy Heart was hurrying to Mrs. Hammer's house. Mrs. Hammer was having a birthday party for her little girl Hattie and had asked Happy to help her. For a surprise, Happy Heart was carrying colored balloons and lemon drops in her pocket. As Happy Heart hurried out her front gate, her pocket caught on the gate hook and split down the middle. Out fell the balloons and lemon drops all over the ground. "Oh," cried Happy Heart, "What can I do now? I can't go to the party with a torn pocket. I can't wear another dress for it would not have a red heart pocket on it. I don't want to disappoint the birthday children. What can I do?"

As Happy Heart stood there crying and looking at the balloons and lemon drops on the ground, she heard someone around the corner whistling a tune. Would the whistler come her way? Would it be someone who could help her? She turned and watched the corner to see who it was. And who do you think came around that corner. Of course, it was P. Mooney. Happy Heart ran to P. Mooney and said, "Look, P. Mooney, my heart pocket is torn. I am supposed to go to Mrs. Hammer's house to help her with a birthday party. I can't go with a torn pocket. What can I do?" P. Mooney patted Happy Heart on the head as he felt in his P. Mooney bag and said, "Let me see, Happy. Surely, I have something in this bag that will put the heart pocket back together again?" P. Mooney kept feeling in his P. Mooney bag, and then he brought out a red tube and said, "Happy Heart, I believe this special red stickum glue will stick your heart pocket together good and hard."

P. Mooney put some of the red glue on both edges of the heart pocket and then he stuck the edges together. He waited a few minutes. Then he pulled on the pocket and he pulled on the pocket, and it did not come apart. "Oh, thank you, thank you, P. Mooney," said Happy Heart.

She then gathered up her balloons and lemon drops, put then in her pocket and waved good-bye to P. Mooney. Happy Heart had just enough time to get to Mrs. Hammer's house to help her with the birthday party.

LESSON 29

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 25 (Ollie Olive)/chalk/chalkboard.
Instructions: Tell the story and show appropriate picture cards. Write the o on the board several times and have the children identify the o both receptively and expressively as in previous lessons.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Flash cards for the following sounds: p, f, m, b, t, s, z, g, d, w, n, c, h, o.
Instructions: Place all of the consonant sounds in the rack. Place the o on the right side of each consonant and have the children sound out the various combinations. Do the same by placing the o on the left side of each consonant. Stress correct articulation during this sequencing activity.

Activity 3 - Sound Review

Material: Olives for the following sounds: p, ee, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h, o.
Instructions: Place the olives on a table and have the children find the appropriate ones as you say the various sounds.

Activity 4 - Sound Sequencing - Memory Drill

Material: Olives/stick/listening chair.
Instructions: Choose a child to sit in the listening chair. Give all the other children one olive. Have each child say his sound as you touch him with the magic stick. Then the person sitting in the listening chair will repeat the sequence that he heard produced by the other children. Continue until all children have had a turn in the chair. Change Olive sounds each time the listener changes.

Activity 5 - Synthesis

Material: Word cards in the following order: H1, H2, H3, H4, H5, H6, H7, M9, W1.
Instructions: Hold up the cards one at a time and see who can sound it out first and tell you the word. Have each child make a sentence with his word.

Activity 6 - Analysis

Material: Picture cards in the following order: 1, 2, 3, 10, 95, 83, 76, 24, 25, 65, 39, 69, 134, 38, 73, 75, 76, 82, 8, 61, 85, 86, 87, 88, 89, 90, 41, 91, 98, 99, 105.
Instructions: Place 10 pictures on the rack at one time. Have the children to sound them out as a group and then let each child do it individually. Continue until all pictures are used. Assist with articulation as necessary. After they sound it out have them name the picture and make a sentence using the word.

Story 25

olϵϵ olıv

Once there was an olive whose name was Ollie Olive. He was green and grew on a tree just like all the other olives. Something was different about Ollie. He was the biggest of all olives. He was happy that he had grown so big. Being so big and juicy, he thought he would be the best olive.

When he got to the olive factory, they washed him very carefully and started to clean and stuff him with a pretty red pimento. They stuffed and stuffed. It seemed that they would never fill him up. Finally, he was full, but it took four times as many pimentos to fill him up as it did to fill all of the other olives. He was the handsomest of all. The red pimento stuck out of the top of Ollie's head just like a beautiful red hat. He was sure that he would be the best olive of all, when all of a sudden something happened. He was rolling down the table where the man with the bottles was standing. His job was to put the stuffed olives into a little jar. Then he put the jar in a box so they could be taken to the store for all the people who liked to eat olives. Ollie could hardly wait his turn to be picked up by the packing man. Finally, it was his turn. All of the olives in front of him had been bottled. The packing man picked him up and started toward the top of the bottle. Something was wrong because Ollie wouldn't fit. He was too big. The packing man tried again and again. It was no use. He just wouldn't fit. The packing man started to throw Ollie aside, but decided that he was too big and juicy to throw away. He started to eat him himself and then remembered it was against the rules to eat while working. So he laid him aside until lunch time. Just then, the packing man looked up and saw someone coming. Who do you think it was? It was P. Mooney. P. Mooney said hello to the packing man and they talked for awhile. When the packing man remembered Ollie Olive, he told P. Mooney his problem. P. Mooney looked at Ollie and agreed that he was too big and juicy to throw away. P. Mooney also thought that Ollie was much too handsome to eat. What could we let Ollie do that would make him happy and useful. But what in the world could an Olive do? An olive doesn't have any arms or legs. The packing man threw up his hands and said, "Olives just aren't useful." P. Mooney was sure he must have something in his P. Mooney bag that would make Ollie useful. He felt around in every corner and then he smiled. He had found just the thing, two pretty red artificial arms and hands and two artificial legs and feet. He decided this was just what Ollie needed. Now Ollie could work and be useful. He picked Ollie up and stuck on his red, artificial arms and legs. Now he was the most handsome of all, a pretty red pimento hat and two nice red arms and legs. Then the packing man got an idea. Ollie Olive could be their advertising agent and go all over the world telling people how good olives are. P. Mooney and Ollie liked the idea.

P. Mooney's artificial arms and legs made it all possible. Ollie was so happy and grateful that he gave P. Mooney a life time supply of delicious olives.

LESSON 30

Activity 1 - Sound Review

Material: All of the characters that the children have had up to this point and all of the flash cards.
Instructions: The characters should be displayed around the room. As the instructor holds up a flash card the children should say it and attempt to find the character that it goes with. As each character is found, briefly review the story with the children.

Activity 2 - Sound Sequencing

Material: Lemons for the following sounds: p, ee, f, ω, oi, œ, b, æ, t, ie, s, i, z, a, g, d, m, w, n, u, c, h, o
Instructions: Place the lemons in random order on the floor. Have the children sit in a semi-circle in front of them. Call out two and three sequence combinations and have a given child find the lemons that go together to make the combination. Have him put the combination in the right order. Have the group sound it out and then blend. Stress correct articulation.

Activity 3 - Synthesis

Material: Lemons used in above activity.
Instructions: Put the lemons on the board or in the chart rack forming the following combinations: biec, beec, nief, caf, haf, sien, mies, bus, cic, cis, bug. Have the children sound them out in unison and then individually. Also let them blend them if they can do so using correct articulation.

Activity 4 - Synthesis

Material: Ladder made for previous lesson/Following word cards: X17, X18, X19, X4, X20, X21, X23, X24.
Instructions: See how rapidly the children can climb the ladder individually and in unison saying each word as they climb.

Activity 5 - Conversation Time

Material: None
Instructions: Talk with the children about anything that they are interested in. Stress correct articulation with sounds covered up to this point.

LESSON 31

Activity 1 - Sound Review

Material: Butterflies for all of the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h, o
Instructions: Place the butterflies on the floor and have the children gather round them and find the ones they hear you say. Say some individually and say some in sequence combinations.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Butterflies used above.
Instructions: Place the butterflies in various sequences asking the children to sound them out and then blend them. Put particular stress on those consonants with which the children are exhibiting articulatory difficulty. Place consonants in all three positions giving them practice with their articulation.

Activity 3 - Synthesis

Material: Stamp Kit/three paper sacks (not in kit).
Instructions: Place consonant stamps in two of the bags and vowel stamps in the other one. Have the children reach in each bag and pull out one sound. He should then stamp the sounds he picks, sound them out, and blend them. You may want to only use two stamps for some of the children depending upon their ability.

Activity 4 - Analysis

Material: Word cards in following order: M4, M9, X15, S11, F11, F12, B9, P3, P4, H1, H2, H3, H4, H5, H6, H7, W1.
Instructions: Place 5 of the words in the chart rack at one time. Say one of the words and see if a child can come forward, sound out the word, and find it on the chart rack. Continue until all the words are used.

Activity 5 - Conversation Time

Material: Character pictures that they have had up to this point.
Instructions: Display the characters and talk about each one. Stress correct articulation of all sounds they have had up to this point. Correct them and aid with visual symbols on those words they misarticulate.

LESSON 32

Activity 1 - Sound Review

Material: Keys for the following sounds: p, ee, f, ω, m, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h, o.
Instructions: Let each child come forward and choose two or three keys. He should then say the sounds represented by his keys and the class will then say the sequence that he produced.

Activity 2 - Synthesis

Material: Following flash cards: b, ee, ie, œ, t, f, a, s, g, n, p.
Instructions: Place the flash cards in the following order to be used as word endings: œ, ee, ie, œt, eet, iet, ief, af, at. Then take the following sound (b, t, s, f, g, n, p) and place each of these sounds, one at a time, in front of each word ending to see if it forms a word. Have the children sound out each combination starting with the b and then moving on to the other consonants. Do in unison and then individually.

Activity 3 - Auditory Discrimination

Material: Birds
Instructions: Hold up a bird and have the children sound out the combination. Place the bird at an assigned place. Hold up another bird whose sound combination does not rhyme with the first bird presented and place in another area. Do the same for the third sound ending. Then have the children sound out and place the remaining birds in the area assigned for each final sound category. Continue until all birds are used.

Activity 4 - Synthesis

Material: Speed up ladder/word cards as follows: X17, X18, X19, X4, X20, X21, X22, X23, X24.
Instructions: Let each child have a turn climbing the ladder as he says each word on the ladder correctly.

Activity 5 - Synthesis

Material: Sentence strips 50-54.
Instructions: Place each strip in the rack and have the children read in unison and individually. Stress correct articulation.

LESSON 33

Activity 1 - Sound Review

Material: Food cutouts for the following sounds: p, ee, f, ω, m, ai, ie, œ, b, æ, t, s, i, z, a, g, d, w, e, n, u, c, h, o.
Instructions: Arrange the food as if it were in a grocery store. Have the children come to the store one at a time and select what they want to buy. They should then say the sounds appearing on their food cutouts. Each child should have one or two items of food.

Activity 2 - Analysis

Material: Flannel board/Following felt letters: p, ee, f, ω, m, ai, œ, b, æ, t, ie, s, i, z, d, a, g, w, e, n, u, c, h, o.
Following pictures: 2, 20, 21, 22, 23, 66, 70, 76, 92, 80, 61, 87, 88, 41, 90, 91, 98.
Instructions: Place five of the pictures on the rack at one time and place the felt letters on the flannel board. A child should come forward, take the first picture, sound it out, and find the sounds that go together to make the word and place them appropriately on the flannel board.

Activity 3 - Articulation Drill - Auditory Discrimination

Material: None
Instructions: Tell the children that you are going to say some sentences which are going to have something wrong with them. They are to listen and tell you the word that you said incorrectly and say it correctly for you. Use the following sentences:

fish cup
A tish can swim in the water. My tup is broken
can duck cat
Throw away the tan. My du is yellow. Is that your tat?
knife feel fine Give cake
My kni is sharp. I teel tine. Dive me a take.

Activity 4 - Synthesis

Material: Sentence Strips 41 - 45, 50 - 54.
Instructions: Place the strips in the rack three at a time and have the children read them in unison and individually. Stress correct articulation.

LESSON 34

Activity 1 - Sound Review

Material: Keys for the following sounds: p, ɛɛ, f, ω, oi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h, o/ball
Instructions: Have the children sit in a circle. The teacher should give a ball to a child and have him roll it to another child that you stand behind. As you stand there, hold one or two of the keys over the child's head. As the other child rolls the ball he must say the combination that you are holding in broken fashion. The child who receives the ball must then blend the combination that he heard produced by the first child. (He, of course, cannot see the combination since it is over his head.) Continue until all children have received and rolled the ball twice.

Activity 2 - Sound Identification

Material: Story and story illustration for no. 26 (Looptie Loop)/chalk/chalkboard.
Instructions: Tell the story and show the appropriate pictures. Write the l on the board in random order and have the children identify it both receptively and expressively as in previous lessons.

Activity 3 - Sound Sequencing - Articulation Drill

Material: Mirror/chalk/chalkboard.
Instructions: Go to the mirror and let the children watch you make the sound. Have them make it and check for adequate tongue placement. Write all of the vowels that they have had to this point on the board. Place the l in front of each one and have the children say the combinations. Place it at the end and in the middle position also. Stress correct articulation. If they cannot blend the sequence with correct articulation do not require them to blend but simply sound out in broken fashion. If they were successful with the syllables, put the following words on the board and have them sound them out: liet, let, lɛɛf, leg, lœf, laf.

Activity 4 - Sound Sequencing

Material: Following felt letters: c, a, t, b, o, p, m, ɛɛ, n, ie, s/flannel board.

Instructions: Take the following groups of sounds and see if the children can make two words out of each grouping: cat - tac, cab - bac, bat - tab, top - pot, meet - teem, nies - sien. Have them sound out each word and blend it. Talk about the meaning of each word.

Activity 5 - Sound Sequencing - Memory Drill

Material: chalk/chalkboard
Instructions: Draw the memory line on the floor and have one child come forward and stand on it. Give each child a turn. Use the following words: laf, liet, let, leg, leef, lœf, lot, lief. As you write each sound, say it for the child. Then let him sound it out and blend it. Then he should turn around and say the sequence in both broken and blended fashion.

If any time is left, do the articulation drill again (Activity 3).

Story 26

lωptϵϵ lωp

Looptie was a little boy about your age. At kindergarten one day he was outside playing and turning flips. He was looptie, looping over and over again. His teacher came to the door and called him to come in, but he didn't want to come in. He got very, very angry and said, "I wish I could turn flips for the rest of my life and just loop around all the time. I don't want to go to kindergarten." Then do you know what happened? It was very strange. He kept turning flips over and over and over again. His teacher called him again and said, "Come in here now." Looptie said, "I can't, I can't Mrs. Lee. I can't stop turning flips." She said, "I guess that you will have to go home then because I can't teach you anything if you are going to be turning flips all the time." "Please help me stop, Mrs. Lee," said Looptie. She tried, but she could not stop him.

Looptie went home crying. He was so unhappy. "Mommy and daddy, make me stop," he shouted. "Well, how in the world did you get this way?" asked his parents. Looptie explained how mad he had gotten in kindergarten. He had said he wished he could always do flips, but he didn't really mean it. That was just a silly wish. "I want to stop turning flips. I want to go back to kindergarten and learn. I want to go to the movies, and I want to eat ice cream. I want to do lots of things, but I can't do anything while I am turning flips and looping." Looptie decided to go out and play, but he didn't know what he could play acting like that. He went out in the yard and soon he was looping down the sidewalk. Suddenly he looped right into someone and fell flat. Do you know who was there to pick him up--that's right, P. Mooney. P. Mooney said, "Stop it, stop it. What is your name?" "My name is Looptie Loop, and who are you?" asked Looptie. "My name is P. Mooney. Please stop that looping around. You are going to hurt yourself," said P. Mooney. "I can't stop it, P. Mooney. I've tried so hard, but I just can't seem to stop," said Looptie. "Well, how did you get that way?" asked P. Mooney. Looptie explained his problem. He told P. Mooney how he had lost his temper and had made a very silly wish which had come true. "Can't you help me, P. Mooney?" asked Looptie. "Well, said P. Mooney, "maybe my P. Mooney bag can help you." He reached down into his P. Mooney bag and found just what he was looking for. He pulled out a little purple and white polka dot disk. It looked just like a button, but it was a very strange looking button. Looptie Loop had never seen a purple and white polka dotted button before. "What do I do with it? Do I swallow it?" asked Looptie. "No, no, all you do is put it in your pocket. As soon as you put it in your pocket you will stop looping," said P. Mooney. "What in the world is it?" asked Looptie. "It is a Be-Stiller, and if you put it in your pocket you will be still," said P. Mooney. "You won't loop around any more." But he told Looptie to never, ever go out of the house without it. If he did, he would start looping again. He had to keep it with him at all times. "How am I going to keep it in my pocket?" asked Looptie. "I can't even stop moving long enough to take it from you." "I'll fix that," said P. Mooney. He jumped on top of Looptie. They both went looping around. Pretty soon both of them fell flat to the ground, and the Be-Stiller was in Looptie Loop's pocket. "Now, keep it in your pocket, and what ever you do, don't loose it," said P. Mooney. Looptie Loop was so happy. He walked down the street and went to see a movie. He went to the corner drugstore and had some ice cream. The next day he went to kindergarten. He was so happy because he could be still. He could do all the things that he wanted to do.

Then one day, he thought - I have been still for so long, I wonder what it would be like to loop around again? He took his purple and white polka dotted button out of his pocket and laid it on the table. As soon as he let go of it he started looping around and around. He got so dizzy that he called, "Help, help, help!" I am sure you know who came to his rescue. P. Mooney just happened to be walking by. He said, "You silly boy, did you lay your Be-Stiller down?" "Yes," answered Looptie, "but please help me, P. Mooney. I promise I will never, never lay it down again." "Alright, but this is the last time, you silly boy," said P. Mooney. "You must learn to listen to people and do what they say." "Oh, I will, I will, just please stop me," begged Looptie. So P. Mooney picked up the Be-Stiller, jumped on Looptie Loop again, and he looped and spun around with him. Soon they both fell flat on the ground, and the Be-Stiller was back in Looptie's pocket. He was very still and thanked P. Mooney over and over again.

Looptie Loop has never put his Be-Stiller down again. He has been very still in the classroom. He has been so still, in fact, that sometimes the teacher even forgets that he is there. He was so still at home that sometimes when he was watching t.v., his mommy thought that he was outside playing. He just loved to be still!

LESSON 35

Activity 1 - Sound Review

Material: Kites for the following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, ie, s, ı, z, a, g, d, w, e, n, u, c, h, o, l
Instructions: Place the kites in an appropriate place and have the children come up one at a time and select the kite or kites representing the sound or sounds that you produce. Give out one or two sounds for each turn. Have them return the kites to you after all are given out by asking the group to recite the various sequences using the sounds that they are holding.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Write the l on the board with the various vowels that the children have had up to this point. Use the l in all three positions of syllables. Have them sound out the combinations in unison and individually. Write the following words on the board and have the children sound them out and blend them: liet, let, lϵϵf, leg, lie, læc, laf, lip, loc, lam, lωp.

Activity 3 - Analysis

Material: Word cards as follows: L1, L2, L3, L4, L5, L6, L7, L8, L9, L10, L11, L12.
Instructions: Put the words in the chart rack and have the children study them for a few moments. Then tell the children that you are going to ask for the words, but that this time you are not going to cut them up, but will say the whole word. They will have to listen and find the correct word. Continue until all words are used.

Activity 4 - Synthesis

Material: Following word cards: B15, F13, S13, H8, B16, C1, H9, S15, M7.
Instructions: Hold cards up one at a time and have the children sound out the sounds on them and blend them in unison. Then go back over them again calling on individual children.

If time allows, go back and do an articulation drill on the board, combining the various consonants with the vowels stressing correct articulation

LESSON 36

Activity 1 - Sound Identification

Material: Story and story illustration for no. 27 (Ooky Ook)/ chalk/chalkboard.
Instructions: Tell the story as you show the appropriate pictures. Write the ω on the board several times letting the children identify it both receptively and expressively as in earlier lessons.

Activity 2 - Sound Sequencing - Articulation Drills

Material: Flash cards for the following sounds: p, f, s, d, t, l, c, g, ω, ie, æ, ϵϵ, œ, u, i, e.
Instructions: Line up all of the vowel cards vertically on the chart rack. Take each of the consonants listed above and place in front of the vowels. Use only one consonant at a time moving it down the list of vowels as the children produce the combinations. After the children have drilled with the consonants, combined with all the vowels in the initial position, do the same activity placing the consonants in the final positions. Then place three card combinations in various ways to get some drill on medial consonant sounds. Do these first in unison and then ask for individual volunteers.

Activity 3 - Visual Discrimination - Synthesis

Material: chalk/chalkboard.
Instructions: Display all of the cards on the chart rack or table. Write one of them on the board. Have the group sound it out, blend it and match it with its card. Continue until all cards are matched.

Activity 4 - Synthesis

Material: Sentence strips 55 - 63.
Instructions: Place the strips on the chart rack four at a time. Have the children sound out and blend them in unison. Then call on various children to read individually. Stress correct articulation.

Story 27

ωcєє ωc

We have a story today about a very special friends, Ooky Ook. He is a clown. Does anyone know what a clown is supposed to do? He is supposed to be funny, and make people laugh. Ooky Ook has a problem because he could not make people laugh. Every time he would go into the big circus tent he would try hard to make people laugh. He would turn flips and cartwheels. He would do tricks and play with his balloons, but no one would laugh. Instead they would cry. They cried and cried. The people said that Ooky Ook was just ooky. Ooky was so unhappy. He wanted to be a good clown, but he just couldn't, no matter how hard he tried. Soon, people stopped coming to Ooky's tent. Since he was not a funny clown, he didn't have any friends.

One day, a very special person came into his tent. It was P. Mooney. "Ooky, do some tricks and make me laugh," said P. Mooney. Ooky Ook tried very hard. He turned cartwheels, sommersaults, played with his little dog, juggled and did all sorts of magic tricks. P. Mooney stood right there and cried, just like a baby. "Oh, Ooky, you are just terrible. You are just UGH," he said. "I don't want to be that way," Ooky said, "I want to be a good clown. What can I do?" P. Mooney thought for a few minutes. He felt around in his P. Mooney bag and said, "Ooky, do you know what is the matter with you?" No, what, said Ooky. "You don't have any personality." You are just blah." "You need some personality." Ooky's eyes sparkled. "Where can I buy some?" he asked. "Hold it, Ooky, you can't buy personality, but maybe I can give you something very special out of my P. Mooney bag." He felt around and from way down in the furthest corner of the right hand side, P. Mooney pulled out something. He held it up and said, Presto Ooky, that is what I call Instant Personality. All you have to do is close your eyes while I sprinkle it on you. From then on you will have personality. You will be able to make people laugh and be a very funny clown. No matter how hard you scrub with soap and water, you won't be able to scrub off your Instant Personality." "Oh, that would be great, P. Mooney." "Hurry, hurry, I have my eyes closed. Sprinkle it," he said. So Ooky closed his eyes. His sad little face began to turn up on the sides and he smiled the biggest smile that P. Mooney had ever seen. He started turning cartwheels, sommersaults and singing. He was so very, very happy. P. Mooney stood there and laughed and laughed. Ooky started doing tricks with his balloons. One would pop and the next one would pop. P. Mooney laughed and laughed until his sides hurt. People at the circus heard someone laughing and said, "What in the world is going on in there?" What is that man laughing about? "Oh, never mind", said someone, "that is just a silly old trick of Ooky Ook's." He can't make anyone laugh. He is not a good clown. P. Mooney just kept laughing and the circus people couldn't stand it any longer. They peeped inside the tent and then they started laughing too. They laughed and laughed until all of the seats in Ooky Ook's tent were filled to the brim. They were laughing so hard they could hardly control themselves. Because of his new Instant Personality, Ooky Ook was the funniest and happiest clown in the whole wide world.

LESSON 37

Activity 1 - Sound Identification

Material: Story and story illustration for no. 28 (Vitamin Vine)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the v on the board several times and have the children identify the sound both receptively and expressively.

Activity 2 - Sound Review

Material: Olives for the following sounds: p, ee, f, ω, m, ɑi, œ, b, æ, t, ie, s, i, z, a, g, d, e, n, u, c, h, o, l, ω, v.
Instructions: Place the olives on the table and have the children find the ones that you say. See who can find the most olives.

Activity 3 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard.
Instructions: Write all of the vowels that they have had on the board. Place the v in front of each one and have them sound out the combinations and then blend them. Do the same, placing the v at the end and in the middle of various combinations. Stress correct production. If they can not combine with correct articulation then do not require them to blend.

Activity 4 - Synthesis

Material: chalk/chalkboard.
Instructions: Write the following words on the board one at a time and have the children sound them out and blend them if they can do so with correct articulation: hil, vien, væs, fiev, seven, vieulet, sælbœt, duv, leev, liv, uven, vest, luv, hav.

Activity 5 - Sound Sequencing - Memory Drill

Material: Geometric shapes set 3/flannel board.
Instructions: Place the shapes on the board. Call out a sequence and see if the children can find them. When they find them they should sound them out and blend them.

Activity 6 - Synthesis

Material: Sentence strips 76 - 81.
Instructions: Place the cutup strips for sentence number 76 in the chart rack and see if the children can arrange them to make a sentence. Do the same for 77 - 81. Do one sentence at a time. Have the children read them in unison and individually. Stress correct articulation.

Story 28

vietmin vien

We have several new friends to meet today, a little boy named Vernon and his twin sister, Vera. Vernon and Vera live with their parents in a big white house on the corner of Valentine Avenue. Mr. and Mrs. Vester, Vernon and Vera had a problem. Vera and Vernon played so hard every day they could hardly crawl into the house at night. They were very, very tired. They were usually so tired they could not even watch television at night, but would go straight to bed. Mr. and Mrs. Vester began to worry about Vernon and Vera. They knew that they should not be that tired.

One day Mr. and Mrs. Vester took Vernon and Vera to their pediatrician, Dr. Voss. He said all that Vera and Vernon needed was some vitamins. Vera and Vernon turned up their noses and said, "Vitamins, ugh, we don't want any vitamins." "But vitamins will make you have vim, vigor and vitality," said Dr. Voss. However, Vernon and Vera still were not convinced of this. They were not at all sure that they wanted to take vitamins. On the way home, they stopped at the drugstore and their mother bought some vitamins. The very next morning when Vernon and Vera came to breakfast, there sat their bottle of vitamins. They were supposed to take one vitamin every day, but Vernon and Vera had already decided that they were not going to take them. Mr. and Mrs. Vester explained that they had to take vitamins to be strong and healthy again. Do you know what happened? As soon as Vernon and Vera took their vitamins, they got sick. Mr. and Mrs. Vester said, "This will never do. Let's try another vitamin." They took a different one, but they still got sick. Mr. and Mrs. Vester tried every possible kind of vitamin in the drug store. They could not find any vitamins that would not make Vernon and Vera sick. Vernon and Vera were rather unhappy because they wanted to have vim, vigor and vitality. They wanted to be strong and healthy, but they just couldn't seem to take vitamins. They must have been allergic to them, because every time they would take one, it would make them sick. Finally, they got so very weak that they really could't play too well. Instead of playing, they could only sit on the steps and watch other boys and girls having fun. Vernon and Vera wanted so badly to go over and play ball with the other children, but they didn't have the energy. Big tears came into their eyes because they were so very unhappy. When Vera heard a small voice, she opened her eyes and looked up. There stood P. Mooney. "Hello Vernon and Vera, why are you crying?" asked P. Mooney. Vernon and Vera explained how weak they were and how they wanted to have vim, vigor and vitality. "Well, why don't you take some vitamins?" asked P. Mooney. That made them cry even harder. "Oh, P. Mooney, we can't take vitamins because we are allergic to them." We have tried every kind of vitamin in the whole drugstore, but they all make us sick. Mommy and Daddy are very unhappy and so are we because we can't take vitamins. "Do you think maybe you can help us?" they asked. P. Mooney scratched his head and stuck his hand down in his P. Mooney bag. He felt around to see if he had anything in there that might help Vera and Vernon. A great big smile came to his face and he said, "Ah, ha, I have just the thing for you." "What is it P. Mooney?" they asked. "Tell us please." P. Mooney pulled out the strangest thing that Vernon and Vera had ever seen. When he held it in his hand it stretched way up toward the sky and looked just like a vine. It reminded them of the story of Jack and the Beanstalk, except this was a different kind of vine. On every leaf was a little toy. On some of the leaves were little red cars, blue cars and purple dolls. On other leaves were brown bats and orange balls, yellow airplanes, blue wagons, and green dogs. There were all kinds of little toys on every leaf. They were little, tiny toys and Vernon and Vera looked at the vine and said, "but P. Mooney, how is the vine going to help us?" What are those little toys doing there?" P. Mooney explained that this was a vitamin vine. On every leaf grew a little toy. The toys weren't really toys at all, but special little vitamins for boys and girls who were allergic to all other vitamins. Vera and Vernon jumped up and down, they were so happy. "Oh, P. Mooney, please may we have a vitamin vine?" they asked. "Yes, you may", said P. Mooney. "I will plant it right here in your back yard. Every morning after breakfast, you can come out and decide what you want to eat, a wagon, a boat or even a car. You can choose whatever kind of minature toy vitamin you want. Soon, you'll be strong, healthy and have lots of vim, vigor and vitality.

The next morning, Vera and Vernon jumped out of bed early because they were so excited. They quickly ate their breakfast and ran outside. Vernon decided that he was going to take the little blue wagon. Vera decided she wanted a little purple doll. They picked them off the vitamin vine and chewed them up. The minature toy vitamins were so good. Shortly Vernon and Vera began to feel stronger. They had so much vim, vigor and vitality that they couldn't sit any longer. They got up and ran across the lawn, and started playing ball. From that day on, Vernon and Vera didn't have any trouble taking their vitamins.

LESSON 38

Activity 1 - Sound Review

Material: Flowers for the following sounds: p, ϵϵ, f, ω, m, ɑi, œ, b, æ, t, ie, s, i, z, a, g, d, w, e, n, u, c, h, o, l, ω, v.
Instructions: Place the flowers in an appropriate place and have the children come forward and pick them as you call out the sounds. Continue until all flowers are picked.

Activity 2 - Auditory Discrimination

Material: None
Instructions: Say the following words. Sometimes say them correctly and sometimes incorrectly. Have the children stand up if they hear it said incorrectly: Vine, shovel, valentine, vase, seven, five, oven, vest, stove, shove, love, have, vegetable, give, live, move, wave, leave, save. If they catch you saying it incorrectly they get to say it correctly. Emphasize and expect correct articulation for all the sounds that they have had. Then have the children make a sentence using the word correctly.

Activity 3 - Synthesis

Material: Sentence strips 82 - 89.
Instructions: Read them in unison and then individually. Stress correct articulation.

Activity 4 - Conversation Time

Material: None
Instructions: Talk about what they have been doing at home. Encourage them to participate freely. Stress correct articulation. Tell them to think about their sounds before they use them in the talk they give.

LESSON 39

Activity 1 - Sound Identification

Material: Story and story illustration for no. 29 (OffandOn)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the au on the board several times and have each child identify it receptively and expressively.

Activity 2 - Sound Review

Material: Hats for following sounds: p, ee, f, ω, m, oi, œ, b, æ, t, s, i, z, ɑ, g, d, w, e, n, u, c, h, o, l, ω, v, au.
Instructions: Place the hats in an appropriate place. Tell the children that today they are going shopping for hats. Have each child come forward and select two or three hats. He should then say the sounds which they represent. Have the class listen during each child's turn so that they can tell you which sounds he found on his hats. Give each child two or three turns.

Activity 3 - Sound Sequencing - Articulation Drill

Material: Flash cards for the sounds listed above in Activity 2.
Instructions: Place the vowel cards vertically in the chart rack. Take one of the consonants and place it in front of all of the vowels making the different combinations. Then do the same with each of the other consonants. Have the group and individuals sound them out and blend them. After all the consonants have been placed initially with all the vowels then place them in the final position. Then make up various combinations using these consonants in medial positions.

Activity 4 - Synthesis

Material: chalk/chalkboard
Instructions: Write the following words on the board one at a time and have the children sound them out and blend them. Then have them make a sentence with each word. Stress correct articulation: baul, waul, daug, haul, sau, taul, caul, smaul, faul, laug, gau, wauc.

Activity 5 - Synthesis

Material: Sentence strips 90 - 93.
Instructions: Place the strips in the rack and have the children read them in unison. Stress correct articulation. Have individual children read them also.

auf and on

Off and On was a robot with pretty purple eyes that lit up and pretty purple springs coming out of his head. He was a most attractive robot, but he had a problem. Off and On had two little buttons that were used to control him. One was marked OFF and the other was marked ON. Off and On couldn't decide whether he wanted to turn off or turn on. At times when people would push his ON button, he wouldn't come on. He would just stay off. Sometimes he would come on and then he would immediately go back off. He was not putting out alot of work, so people almost decided to use Off and On for scrap metal.

One day, P. Mooney came into the plant. He saw how terribly unhappy Off and On was. "Off and On what in the world is the matter with you?" said P. Mooney. "You look so sad." Off and On was just about ready to cry. "Oh, Off and On don't cry," said P. Mooney. You will get tears all over your pretty metal, and you will rust. Then you will not work at all." Off and On stopped crying and told P. Mooney his sad story. He was so very confused and couldn't seem to make the right decisions. He never knew when he was supposed to be OFF and when he was supposed to be ON. He said, "P. Mooney, do you think maybe you can help me?" "I think so," said P. Mooney as he reached down into his P. Mooney bag. He felt in the far right hand corner and at the very, very bottom. Then he pulled out the funniest looking thing you have ever seen. It looked like a little red spring. It had a blue ball on one end of it and a purple ball on the other end. "Off and On, this is just what you need," P. Mooney said. "It is a Decision Maker." All we have to do is to open the little door to your motor and attach the Decision Maker to one of the little wheels. You will soon be as good as new. From now on, you won't have any trouble making decisions. This Decision Maker will make your decisions for you." Off and On said, "Oh, will it really work?" "Just be calm and patient." "Let me attach this to one of the little wheels." P. Mooney put the little blue ball on one wheel and the little purple ball on another wheel. Then he closed the door and said, "Now, Off and On you are all ready." P. Mooney pushed the OFF button. Off and On's hands didn't move, the light went out in his eyes, the springs became still. He was really off and he didn't come back on. Then P. Mooney pushed the ON button. Off and On's eyes came on, and the wires started moving and vibrating. His head started turning and his hands and fingers moved. He was so happy. "It works, I know just when I am supposed to be on and just when I am supposed to be off. P. Mooney, thank you." Off and On went back to work. The people at the plant were very happy now because Off and On made decisions perfectly.

LESSON 40

Activity 1 - Synthesis

Material: Sentence strips 90 - 93
Instructions: Read sentences stressing correct articulation

Activity 2 - Analysis

Material: Following picture cards: 1, 3, 8, 13, 16, 19, 25, 27, 34, 35, 37, 42, 43, 40, 50, 58, 59, 62, 70, 67, 74, 79, 81, 83, 88, 90, 93, 95, 99, 105, 110, 111, 112, 101, 106, 136/felt letters/flannel board.
Instructions: Place the pictures on the rack or hold them up one at a time. Have the felt sounds displayed on the flannel board. Have the children find the appropriate sounds that go with the picture and arrange them appropriately to sound out its name. Continue until all pictures are used. After they sound out the word, have them blend it. Stress correct articulation. After all have been sounded and arranged go back and do a flash card presentation of the pictures having the children say them as fast as you flash them. Stress correct articulation here also. Slow down if necessary for proper articulation.

Activity 3 - Synthesis

Material: Following word cards: P10, P6, P13, F18, F19, F20, M12, M13, B3, B8, B20, B17, B18, B15, T11, S9, S18, G3, G4, D1, D2, N1, N2, C7, C8, C9, C10, H13, L2, V1, V2, V3, H14, L14, S21, W9/same pictures as for Activity 2.
Instructions: Place 10 of the word cards on the left side of the chart rack. Place the matching 10 pictures on the right side in random order. Each child should have a turn at sounding a word and matching it with its appropriate picture. Contunue until all cards are used. Stress correct articulation during sounding and blending.

Activity 4 - Sound Review

Material: Footprints for the following sounds: s, ı, z, e, u, n, d, g, b, v, l, c, d, t, æ, ɛɛ, ie, œ, ω/box of candy
Instructions: Place the footprints in an appropriate pattern on the floor. Tell the children that you are looking for a treasure and they will help you find it. Place a box with some candy in it at the end of the trail. As each child steps on each print, he should say the sound that it represents. When he gets to the end of the trail he may reach into the treasure box and get a surprise. If he misses a sound he must start back at the first.

Activity 5 - Sound Sequencing - Articulation Drill

Material: Flash cards for the following sounds: p, f, s, v, l, c, g, d, t, æ, ϵϵ, ie, œ, ω.
Instructions: Place the vowels on the right side of the chart rack and one of the consonants on the left. Have the group sound out the consonant-vowel combinations. Stress correct articulation as he says each consonant. After he completes the drill with the first consonant, replace it with the second and continue until all consonants are used. Also, use each consonant in initial and final positions. Do it encouraging speed, if possible.

LESSON 41

Activity 1 - Sound Identification

Material: Story and story illustration for no. 30 (This and That) chalk/chalkboard.
Instructions: Tell the story as you show appropriate cards. Introduce the th sound to the children by writing it on the board several times. Each time say the sound. Then have the children identify it both receptively and expressively in the usual manner.

Activity 2 - Sound Review

Material: Food items for the following sounds: p, s, v, l, f, d, t, c, g, th, i, e, ɑ, ie, u, ω, ω.
Instructions: Place the items around in grocery store fashion. Have each child come forward to have a turn shopping at the grocery store. The teacher should call out a sound or a sound sequence and have the child find it. Continue until all sounds have been reviewed.

Activity 3 - Synthesis and Analysis

Material: Word card no. Th1/following picture cards: 5, 12, 100, 29, 88, 105, 104, 76, 112.
Instructions: Place the picture cards on the right side of the chart rack. Place the word card in front of each picture and have the group say the words. Stress correct articulation during sounding and blending.

Activity 4 - Synthesis

Material: Sentence strips 94 - 98.
Instructions: Place the strips on the chart rack one at a time and read in unison. Stress correct articulation. Then have individual children read them.

Activity 5 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard.
Instructions: Combine the new sound with the various vowels and have the group sound them out. Do it in speed up fashion if possible. Then write the following words on the board and see if the children can sound them out and blend them using correct articulation: thu, thæ, thœz, then, that, thee, this, theez, them.

Story 30

This and That

THIS and THAT are two little yellow ducks. THIS has white tail feathers. THAT has black wing feathers. THIS always wants to stop here. THAT always wants to go there. THIS and THAT are not able to agree as to the right direction, although they would like to always be together. If Mother Duck says, "THIS and THAT swim downstream and see if the children are throwing in any bread crumbs today," THIS thinks they should go right for downstream and THAT thinks they should go left. If Mother Duck says, "THIS and THAT swim upstream, and see if any corn has been thrown on the banks today," THAT thinks they should go left for upstream and THIS thinks they should go right. Since they can't seem to agree, THIS swims downstream all alone and THAT swims upstream all alone. When THIS gets downstream, he feels so lucky. Not only are there many bread crumbs in the stream, but on the bank at the edge of the stream is a whole loaf of bread. THIS can just barely reach the wrapper on the bread with his beak. THIS tugs and tugs with the wrapper, but he isn't strong enough to pull the bread into the stream so that he can take it home. "Oh," thought THIS, "if THAT were only here with me, together we could pull the loaf of bread into the stream and then together we could take it home." So sadly, THIS swims home with just a few bread crumbs in his beak.

When THAT gets upstream, he feels so lucky. Not only are many grains of corn on the bank, but on the bank at the edge of the stream is a plastic bag half filled with grains of corn. THAT can just barely reach the top edge of the bag. So THAT tugs and tugs with the bag of corn, but he isn't strong enough to pull the bag of corn into the stream so that he can take it home. "Oh," thought THAT, "if THIS were only here with me, together we could pull the bag of corn into the stream and then together we could take it home." So sadly, THAT swims home with just a few grains of corn in his beak.

When THIS and THAT reach home, who do you think they see standing on the bank at the edge of the stream talking with Mother Duck? Yes, it is their good friend, P. Mooney. THIS and THAT both start talking excitedly at the same time about not being able to bring back the loaf of bread and the bag of corn alone. THAT says, "P. Mooney, we don't seem to ever be able to agree about going in the same direction. If we could swim together, we could bring back the loaf of bread and the bag of corn." P. Mooney smiles at THIS and THAT, reaches into his P. Mooney bag and says, "THIS and THAT, I believe I have just the thing that will help you." P. Mooney pulls a little sack from his P. Mooney bag and holds it up. He then explains, "In this little sack are some conjunction balls. You know a conjunction is something that joins two things together and makes then able to work together. P. Mooney puts his hand in the sack and pulls out one of the little fluffy purple conjunction balls to show to THIS and THAT. P. Mooney says, "THIS and THAT, if each of you eat three of these little fluffy purple conjunction balls, I believe you will be able to swim together upstream and swim together downstream." P. Mooney throws six of the little fluffy purple conjunction balls into the stream, one, two, three, four, five, six. THIS and THAT begin very quickly eating the balls. When THIS and THAT finish eating their little fluffy purple conjunction balls, they smile and swim toward each other.

Yes, P. Mooney's little fluffy purple conjunction balls helped THIS and THAT. Together THIS and THAT swim downstream and bring back the loaf of bread. Then together THIS and THAT swim upstream and bring back the bag of corn. Now THIS and THAT always swim together and bring back lots of good things to eat.

LESSON 42

Activity 1 - Sound Identification

Material: Story and story illustration for no. 31 (Shaggy Shoes)/chalk/chalkboard.
Instructions: Tell the story as you show the appropriate cards. Introduce the ʃh sound to the children by writing it on the board several times. Say it each time. Then have the children identify it both receptively and expressively in the usual manner.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard.
Instructions: Combine the ʃh sound with the vowels that the children have had to this point. Have them sound out and blend each combination. Place the ʃh in all three positions. Stress correct articulation. If the can not make the sound as yet, have them identify it only receptively since we do not want to reinforce kinesthetically and visually an incorrect production.

Activity 3 - Sound Review

Material: Shoes for the following sounds: ʃh, ŧh, l, ω, v, o, h, c, s, ɑi, ω, æ, b, g, d, i, e, ɑ, ϵϵ.
Instructions: Have the children come forward and select two shoes that they like. As they select them they should say the sound which each one represents. If it happens to be a vowel-consonant combination have them blend them together. Stress correct production.

Activity 4 - Synthesis and Analysis

Material: Word cards no: Sh1, Sh2, S3, S4, S5, S6, S7, S8, S9, D3, F21, W7, C11, D4, W8, S19.
Instructions: Place the words on the chart rack. Sound them out and blend them in unison. Then go back and ask for individual words having the children find them. When asking for the words, say them in blended fashion. Assist as necessary.

Activity 5 - Synthesis

Material: Sentence Strips 99 - 103
Instructions: Place the strips in the chart rack and read in unison and individually. Stress correct articulation.

Story 31

ʃhagee ʃhωz

Once there was a pair of shoes by the name of Shaggy Shoes. He lived in Mr. Shipley's Shoe Shop on the very top shelf. He was very, very pretty and everyone that saw the shoes simply loved it. But Shaggy Shoes wanted to be bought so that he could go places and see things like all of the other shoes. No one would buy him because he wouldn't stay laced. He kept coming untied. Shaggy Shoes became famous all over the world because his laces wouldn't stay shut.

One day, Mr. Shane came into the store. He thought, "I am just the man to buy Shaggy Shoes. I can make him stay shut. I will tie two knots and then tie a bow. I know he will stay shut then. Mr. Shane bought Shaggy Shoes, tied two knots and then a bow. He thought, Oh, they are so very pretty. Everyone will like my new shoes. He wanted to celebrate, so he decided to go to a movie. He bought his ticket, went inside and sat down. The show that he went to see was "Ship Ahoy". As he was watching it, he forgot all about his Shaggy Shoes. When the show was over, he got up and started to walk out, but he tripped over his shoe laces. They were untied. They did not stay shut. He thought, Oh my, that is just awful. What will I do? He sat down and tied his shoes again, but they just wouldn't stay shut. There was nothing else Mr. Shane could do. He took the shoes back to Mr. Shipley's Shoe Shop and told Mr. Shipley that they would not stay shut. Mr. Shipley, very sadly, took Shaggy Shoes and placed him back on the top shelf.

Shaggy Shoes watched from the top shelf, buy many many months passed before anyone else came into the store to look at Shaggy Shoes. Finally, the day came. Mr. Shepherd came in and said, "Mr. Shipley, I want to see those Shaggy Shoes I have heard about. I think I can help those Shaggy Shoes them." Mr. Shepherd bought Shaggy Shoes and put them on. After he tied the bow, he put some glue on the bow. Since Mr. Shepherd worked at the ship yards, he decided it was time for him to go to work. Off he went to work on this big beautiful ship. Just as he was going up the gang plank something happened. His shoes came untied. Even the glue would not help them stay shut. Mr. Shepherd was very angry with Shaggy Shoes. He took them back to Mr. Shipley's Shoe Shop and told him that he did not have time to fool with such silly shoes. Again Shaggy Shoes watched and waited from the top shelf. The next day something wonderful happened. P. Mooney came into Mr. Shipley's Shoe Shop and said, "Mr. Shipley, I hear that you have a pair of shoes that is causing lots and lots of trouble." "No one likes them and they won't keep them after buying them." Mr. Shipley shook his head very sadly and said, "yes P. Mooney, no one wants Shaggy Shoes." P. Mooney looked up at Shaggy Shoes and he looked so unhappy. P. Mooney said, "I have just the thing for Shaggy Shoes." He reached down in the P. Mooney bag and pulled out the strangest looking thing that Mr. Shipley had ever seen. He said, "It looks like a ship, but I know that's not what it is." P. Mooney said, "It is a Ship Shape Shoe Shutter." "All you have to do is to place Shaggy Shoes in the Ship Shape Shoe Shutter every night when you take him off and he will stay shut. The next morning, when you get up and put him on he will stay shut. The Ship Shape Shoe Shutter does its work at night. It lasts all day long. Don't forget to put him in the Ship Shape Shoe Shutter every night." Mr. Shipley thanked P. Mooney and off he went to help someone else. Mr. Shipley climbed up the ladder and got Shaggy Shoes off the shelf. You know, I like Shaggy Shoes, I think I will keep Shaggy Shoes for myself.

Mr. Shipley put on Shaggy Shoes and Shaggy smiled very nicely because he liked Mr. Shipley and he had really wanted to stay with Mr. Shipley all along. That night when he went to bed, he pulled off Shaggy Shoes and put him in the Ship Shape Shoe Shutter. The next morning when he got up, he put him on and tied him. Do you know what? He stayed shut all day long and all night. As long as Mr. Shipley remembered to put Shaggy Shoes in his Ship Shape Shoe Shutter, he would always stay shut.

LESSON 43

Activity 1 - Sound Review

Material: Flowers for the following sounds: ʃh, ŧh, l, c, h, v, z, o, u, n, æ, œ, ie, ee, i, ɑ, au, ω, g, d.
Instructions: Place the flowers in a flower garden arrangement. Invite the children to come and pick three flowers. Have them say each sound that is represented by their flowers. Continue until all sounds are reviewed.

Activity 2 - Sound Sequencing - Articulation Drill

Material: Chalk/chalkboard.
Instructions: Combine the ʃh with the various vowels making combinations for the ʃh in initial, medial and final positions. Also do the same for the f, p, s, z, v, or any other sounds that they are having difficulty articulating. Also write words on the board that they are having difficulty with in order to present words visually. Stress correct production in all positions.

Activity 3 - Sound Sequencing - Memory Drill

Material: chalk/chalkboard.
Instructions: Draw a line on the floor with chalk so that the child standing on it can see the board and can be seen by the other children. Refer to the line as the memory line. Write the following on the board one at a time: cæc, cœc, cœt, gæt, fiʃh, gun, pig, pigee, wagun, læc, liet, liv, tæl, bel, lædee, dadee, ʃhip, ʃhæd. Have the first child stand on the line, watch, and listen as you write and say the first combination in broken fashion. He should then read it, turn around and say it from memory in broken and blended fashion. Continue until all combinations are used. Stress correct articulation.

Activity 4 - Auditory Discrimination

Material: Flash cards with s and ʃh written on them.
Instructions: Place the two flash cards on the chart rack. Say the following words one at a time and see if the children can point to the sound that is in the word that you are saying: ship, shave, sue, sheep, seep, fish, dish, cash, wish, suit, she, wash, dash, shoe, washing, see, sight, house, push. Write them on the board if necessary for them to discriminate.

LESSON 44

Activity 1 - Sound Identification

Material: Story and story illustrations for no. 32 (Ow Owl)/chalk/chalkboard.
Instructions: Tell the story as you show appropriate pictures. Write the ou on the board several times. Have the children identify it both receptively and expressively in the usual manner.

Activity 2 - Sound Review

Material: Ice Cream cones for the following sounds: ʃh, ou, th, au, i, c, h, l, s, v, e, a, d, w, u, n, z, f, æ, ie, ϵϵ, œ, ω, ω.
Instructions: Place the ice cream cones in an appropriate place. Call out a sound sequence and have a child come forward and find it. Keep the sequence to two sounds since the purpose is review and not memory. Continue until all sounds are reviewed.

Activity 3 - Synthesis

Material: Following picture cards: 146, 86, 24, 99, 51/ following word cards: C6, H13, M8, T10, X16.
Instructions: Place the word cards on the left of the chart rack and the pictures on the right in random order. Have the children sound out the first word and find the matching picture. They should say the word in both broken and blended fashion. Stress correct production.

Activity 4 - Analysis

Material: Same as above.
Instructions: Place the pictures on the left and the words on the right. They should say the name of the first picture and then sound it out and find the correct word card. If they mispronounce the word it should be said for them correctly in order to facilitate sounding.

Activity 5 - Conversation Time - Articulation Drill

Material: Paper sack or P. Mooney bag to be used as a grab bag/Following picture cards: 59, 24, 39, 68, 69, 74, 75, 108, 8, 51, 116, 117, 119, 78, 86, 89, 90, 40, 107, 100.

Instructions: Place the pictures in the grab bag. The children should take turns in taking a picture from the grab bag. As he pulls out his picture he should say something about the picture using the name of the picture in a sentence. Stress correct articulation. Continue until all pictures are selected.

Activity 6 - Synthesis

Material: Sentence Strips 104 - 108.
Instructions: Place the strips in the chart rack and have the children read them in unison and individually. Stress correct production.

Story 32

ou oul

Mother and Father Owl lived with their three lovely children high up in a hollow pine tree on top of a hill. Father Owl had selected this spot for their home because it gave him a good view of the country all around. Here he could help Mother Owl look after the babies and also find food for his family. He was an excellent hunter, and he and Mother Owl both worked very hard taking care of their children and bringing them food. There was just one thing that worried them both. One of their children was a complainer. No matter how hard they tried to please him, he was never satisfied. If he wasn't complaining about his food, he was crying because his brother had a better place in the nest that he did. In fact, he fussed so much that his family gave him a nickname. They called him Ow Owl because that's what he was always saying. Ow, he would say to his brother, you stepped on my toe. Ow, ow, this nest is just too small and crowded. Why can't we have a big home like the Crows next door? One day when his mother had had to punish him for being so grumpy and unpleasant, he happened to be sitting on a tree limb muttering to himself and looking very unhappy. Just then, along came P. Mooney. "Hello, little owl, what's wrong?" asked P. Mooney. "Why do you seem so unhappy?" "Nobody's nice to me," said Ow Owl, "and anyway I don't like to live here in this old pine tree, all crowded up in an old nest." "Well", said P. Mooney, "maybe I can help you." Now what can I do to help this little owl to be happy again thought P. Mooney. He thought and thought and thought some more. He reached way down in his P. Mooney bag and felt all around. Suddenly, he had an idea. He pulled out just what he needed - a lovely shiny, new birdcage. "Look here, Ow Owl," he said, "here is a lovely home for you." "In this birdcage you will always have plenty of food and water because it has magic self-filling food and water cups. You will never be crowded because other birds cannot get in and step on your toes. The rain cannot reach you here and you will be protected from the sun. If you would like to live here, I will hang it in a tree for you and let you fly inside."

"That would be just great," said Ow Owl, without taking time to think it over. "Now I'll have a much finer looking home than those Crows next door. "When can I move in?" "Right now," said P. Mooney, "if you are sure this is what you want." "I'm sure," said Ow Owl as he flew inside. Now P. Mooney hung Ow Owl's cage in a most favorable spot in his family's pine tree. He could see his family's nest

from his cage, and for a few days it was just delightful not being crowded in with his brothers and sisters. Soon he wasn't enjoying his new home. He began to want to spread his wings and fly around from tree to tree. When his brothers flew by, having a race, he wanted to join them, but he couldn't get out. It was nice to have plenty of food to eat without having to look for it, but he soon got tired of eating birdseed. He wanted some nice juicy worms, the kind his mother helped him find in the grass. In fact, Ow Owl decided he'd much rather live with his family, even if he didn't have such a fine home, than live in the most beautiful birdcage in the world. When P. Mooney came by to see how Ow Owl was enjoying his new home, he found that the little owl was very anxious to be free to join his family again. "Do you think you will be happy at home now?" asked P. Mooney. "Oh, yes, P. Mooney, I've learned my lesson." "Let me out of this birdcage and I'll never be a complainer again." From that time on, Ow Owl was the happiest and most agreeable little owl in the woods.

LESSON 45

Activity 1 - Sound Review

Material: Shoes for the following sounds: p, b, s, z, v, g, f, c, d, t, l, ŧh, ʃh, ω, ω, a, u, ϵϵ, oi, au, e, i, o, æ, ϵϵ, ie.
Instructions: Place the shoes in an appropriate place so that all children can see them clearly. Ask a child to come forward and find the sound sequence that you say. Use only two sounds in the sequence since the purpose is review and not memory. Continue until all sounds have been reviewed.

Activity 2 - Synthesis

Material: chalk/chalkboard/following picture cards: 115, 116, 117, 118, 119. 110, 111, 112, 113, 105, 64, 23, 37, 134, 95.
Instructions: Place the pictures on the chart rack in random order. Write the following words on the board one at a time: ʃhω, ʃhuvel, ʃhœ, ʃhel, ʃhip, vien, vest, væs, vielet, lϵϵf, zω, mies, bϵϵz, wagun, caufϵϵ. Have each child sound out a word and blend it. He should then find the appropriate picture and make a sentence using the word. Stress correct articulation. Continue until all pictures are used.

Activity 3 - Analysis

Material: Same pictures as above.
Instructions: Hold up the pictures one at a time and see if the children can sound them out. Assist as needed. Continue until all pictures are used.

Activity 4 - Sound Sequencing - Articulation Drill

Material: Pictures representing the sounds that the children are having particular difficulty with.
Instructions: Do a flash card presentation of them, having them say them as rapidly as possible. Then have them use the words in a sentence. Stress correct production. Use the remainder of the time for this activity.

LESSON 46

Activity 1 - Sound Identification

Material: Story and story illustration for no. 33 (U. Uke)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Introduce the sound by writing the y on the board several times saying it as you write it. Have the children identify it both receptively and expressively as usual.

Activity 2 - Sound Review

Material: Money for following sounds: p, ϵϵ, f, ω, m, oi, œ, b, æ, t, s, i, z, a, g, d, w, e, n, u, c, h, o, l, h, ω, v, au, th, ʃh, ou, y.
Instructions: Hold up the money, one piece at a time. As the child says the sound he gets to hold it. Give it to the first child that says it correctly. See who can get the most money. Continue until all sounds are said.

Activity 3 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard.
Instructions: Combine the y with the various vowels that the children have had to this point. Stress correct production. Also focus on defective consonants for the articulation drill.

Activity 4 - Conversation Time

Material: Descriptive pictures from magazines (not in kit).
Instructions: Have the children, one at a time, describe the various pictures. Listen for sound production and stress correct articulation of those sounds covered up to this point.

Activity 5 - Synthesis

Material: Sentence strips 59 - 75.
Instructions: Place the strips in the rack and read in unison and individually. Stress correct production.

Story 33

ue uec

U. Uke was so tired of waiting in the window of the music shop. He had been waiting for a long time. Everytime someone walked by the store, he would say to himself - there's a nice looking boy, maybe he will see me sitting in this window and decide to buy a new shiny ukelele with lovely golden strings. Oh, how he wished someone would come in and buy him. A ukelele is no good at all sitting around with no one to play him. Uke thought he might just as well be a picture on the wall as a ukelele with no one to play him. To make things worse, U. Uke was beginning to get dusty, it had been so long since anyone had played him.

Just as he was about to give up hope, a boy named Jack came into the music shop with his mother. U. heard the bell tinkle as they came in the door and immediately began trying to look especially beautiful so Jack would notice him. Now Jack had already seen U. Uke through the window and had asked his mother to please let him buy the ukelele in the corner with the beautiful golden strings. "But, Jack," said his mother, "you don't know how to play a ukelele." "That is not a toy ukelele. It is a real musical instrument. You would have to take music lessons and practice every day if you want to learn to play it." "Oh, mother, please buy it for me." "I will promise to practice very hard and take music lessons so I can learn to play well." "And Jack", said his mother, "since this is a real musical instrument you must take very good care of it too." "You must not leave it on the floor where someone might step on it, or outside where the rain could ruin it." She told him this because sometimes Jack was a careless boy and did not take care of his toys as he should. Jack promised his mother that he would be sure to take good care of U. Uke if she would only buy it for him. All the time they were talking, U. Uke was getting so excited, thinking that this time, someone was going to buy him and take him to a new home where he could make beautiful music.

How proud Jack was of his new Uke. As soon as he got him home, he carefully dusted him and got him shining clean again. When he played the golden strings, how beautiful they sounded. He could hardly wait to take music lessons and learn to play a song. You can imagine how happy U. Uke was. He was happier than he had ever been in his life. After Jack took lessons and practiced very hard for several months, he could play quite well. His mother would sometimes invite him into the living room to play for guests.

They always commented on how beautiful U. Uke's music sounded and they always wanted to hear another song.

Now I would like to tell you that Jack kept practicing every day. I wish that I could say that Jack was always careful to see that U. Uke was put up in his place on the shelf when he was finished playing. The sad truth is that Jack became careless again. He became interested in swimming, riding his bike and forgot to go to his music lessons. He wanted to go to the movie, when it was time to practice so he forgot to practice. Do you know what happened to poor U. Uke? He was left on the floor one day. The maid stepped on him and broke his beautiful golden strings. Jack had forgotten all about U. Uke, sitting in the corner with his broken golden strings all curled up.

One day someone put him out by the garbage can for the garbage men to pick up. He was not good, after all, with broken strings. U. Uke was so unhappy. What could he do? Here he was out by the alley with broken strings, soon the garbage men would come to haul him off to the dump. Just as he was about to give up hope again, someone came riding down the alley on his chain cycle. There was P. Mooney with his P. Mooney bag. He brought out a set of beautiful golden strings, just made to fit U. Uke. "Oh, thank you, P. Mooney," said U. Uke. "I'm afraid this is not enough. What good are new strings, if Jack doesn't play me anymore or leaves me on the floor where I can be stepped on?" Just then Jack came home from the movie. When he saw P. Mooney, he ran out to see what was going on. How sorry he was when he found out that U. Uke had been put out for the garbage men. He felt so ashamed when he remembered how long it had been since he had played U. Uke for his friends. "Oh, U. Uke," he said, "I'm so sorry I left you on the floor and caused your beautiful golden strings to be broken." "P. Mooney, thank you ever so much for giving him new strings. I will play him every day and will promise to take good care of him. Never again will I neglect you, U. Uke." P. Mooney told them good-bye. U. Uke and Jack began to make beautiful music together again. This time Jack kept his promise and U. Uke never was neglected or mistreated ever again.

LESSON 47

Activity 1 - Sound Identification

Material: Story and story illustration for no. 34 (Road Runner)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Introduce the r sound by writing it on the board several times and have the children identify it receptively and expressively.

Activity 2 - Auditory Discrimination

Material: None
Instructions: Write the w and r on the board. Tell the children that you are going to say some sounds and see if they can tell you or show you what you said. Say w and r randomly and have the children say or point to the one that they heard. Then combine them into syllables and do the same. Then say the words using correct and incorrect production of r. See if they can identify the incorrect ones.

Activity 3 - Sound Sequencing - Memory Drill

Material: Chair to be used as listening chair/pointer/money for following sounds: r, ʃh, ŧh, y, s, f, g, æ, ɛɛ, ie, œ, ω.
Instructions: Have a child sit in the listening chair. Give each of the other children one sound. They are to say that sound when they are touched with the pointer by the therapist. The one in the chair is to listen and reproduce the sequence that he hears. Give each child two or three turns to sit in the chair. Change the sounds each time the listener changes. Use three and four sound sequences to increase auditory memory.

Activity 4 - Sound Sequencing - Articulation Drill

Material: Flash cards for the sounds listed above in Activity 3.
Instructions: Place the flash cards in various positions using the consonants in all positions. Stress correct production. Do the drill first with the r sound.

Activity 5 - Synthesis

Material: Sentence strips 104 - 108.
Instructions: Place the sentences in the chart rack and have the children read in unison and individually. Stress correct articulation.

Story 34

rœd runr

Once upon a time there was a road runner named Rip, who was the rip-roaringest road runner you ever saw. He could pass up anything on the road. No one could get ahead of him, no sir, not Rip the Road Runner. He was much faster than Mr. Rabbit. He was faster than Mr. Deer. One day he even passed a car like it was standing still. Rip had a marvelous reputation for being the fastest thing on the road. If anyone needed a letter delivered in a hurry, they could call on Rip and he would carry the letter faster than the fastest air mail. If anyone's baby got sick and needed a veterinarian in a hurry, all the mother animals knew to call for Rip the Road Runner. He would have the animal doctor there before they knew it.

Well, one day there was a Big Black Crow who came to town. He was the blackest and shiniest crow you ever saw, and he was very proud of this. He liked to preen his feathers and look in the store windows at himself as he went down the sidewalk. One day as he was admiring how black and shiny he looked, he heard someone talking about how fast Rip the Road Runner could travel. "You think he can run fast, do you?" asked Mr. Crow. "Well, you should see me fly. I go so fast I leave a vapor trail, like a jet airplane." Now the other animals knew Mr. Crow was just jealous of Rip the Road Runner and of how fast he was. They didn't believe for a minute that the crow could fly fast enough to make a vapor trail. So they got together and decided Mr. Crow and Rip the Road Runner should have a race. They said, "Just meet us here at the crossroads at 8 o'clock tomorrow, Mr. Crow, and we'll show you the fastest thing on the road." Mr. Crow just cackled and cawed and cawed and cackled. He thought that was the funniest thing he'd ever heard. A little road runner who had to run on the road could not beat him, Mr. Crow, who could fly so fast he left a vapor trail. "I'll be glad to race Rip the Road Runner," he said. "I'll meet you tomorrow at the crossroads and show you what it means to really be fast."

Now the animals couldn't wait to tell Rip all about Mr. Crow and how he had bragged about being so fast, and about the race they had arranged for tomorrow. When they got to Rip's house they were surprised to find him still in bed. Usually by this time of the morning he was out running errands for his friends. "Rip, why are you at home this time of morning?" they said. "Why aren't you out running as usual?" "My friends," said Rip in a weak voice, "something terrible has happened. I can't run anymore. I've lost my get-up-and-go.

rœd runr

Even the turtle can beat me. When I try to run my feathers droop, and my feet won't go fast. I've tried everything but nothing does any good. I guess I'm just finished as the fastest thing on the road. "But Rip," said his friends, "we've arranged a race for you tomorrow to show Mr. Crow a thing or two. He says he can fly so fast that he leaves a vapor trail, but we told him you can beat him." "You've got to be at the crossroads at 8 o'clock in the morning to prove you're the fastest." "What can I do?" moaned Rip the Road Runner. "I don't want to let my friends down, but I've lost my get-up-and-go. When I try to run, my feathers just droop, and my feet won't go fast. Oh, what can I do?" Just then a cloud of dust appeared on the horizon, and who do you think was approaching? You're right. It was P. Mooney, and he was on his chain cycle. How wonderful to see him coming just when he was needed so terribly. "Oh, P. Mooney," said the animals, "we're so glad to see you." "Surely you can help us." Then they told him all about Rip the Road Runner's problem. "Well," said P. Mooney, "I think I know what the trouble is and I think I have just what a road-weary road runner needs." Just as he said that P. Mooney reached down into his P. Mooney bag and pulled out a radiant shimmering flourescent feather that changed colors, when the sun shone on it. "I think this will help Rip, the Road Runner," he said. "It looks like a radiant shimmering flourescent feather that he can stick in among his tail feathers, but it's really a go-getter. When he wears this, he'll have all his get-up-and-go back. He will be the fastest thing on the road again." "Oh, thank you P. Mooney. Now Rip can be in the race and beat Mr. Crow.

The next morning when it was time for the race, a big crowd had gathered at the crossroads. Just about everyone came to see how well the go-getter worked, and if Rip the Road Runner really had his get-up-and-go back. Then the race started. The animals were going to see if Mr. Crow really could fly fast enough to leave a vapor trail. Rip ran so fast that he stirred up a cloud of dust on the road. They couldn't even see a vapor trail, if there was one. You can guess the rest. Rip the Road Runner beat the Black Crow, and Rip was always grateful to P. Mooney for giving him his great new go-getter.

LESSON 48

Activity 1 - Sound Review

Material: Eggs with the following sounds: y, ʃh, ʈh, au, ω, ou, v, l, c, ɑ, e, i, oi, ω, d, b, æ, ee, ie, œ, s, w, c, g.
Instructions: Place the eggs in an appropriate place had have the children identify each one receptively by finding them as you say them.

Activity 2 - Sound Sequencing

Material: Eggs used in activity above.
Instructions: Place the eggs so that various combinations are made using the vowels and consonants. Have the children sound them out and then blend if possible. Talk about the combinations which are blended and have them decide if it makes a word or is just "monkey talk."

Activity 3 - Synthesis

Material: Following picture cards: 6, 125, 84, 126, 109, 124, 82, 85, 77, 117, 119, 11, 120, 121, 122, 123, 44, 94, 17, 52, 141.
Instructions: Place the pictures in the chart rack and have the children find the one that you sound out. They should listen, blend the word and find the appropriate picture. They should then blend it, break it, and make a sentence using the word.

Activity 4 - Synthesis

Material: Sentence strips 59 - 75.
Instructions: Place the sentence strips in the rack and read in unison and individually. Stress correct production.

LESSON 49

Activity 1 - Sound Identification

Material: Story and story illustration for no. 35 (Charlie Cherry)/chalk/chalkboard.
Instructions: Tell the story and show appropriate pictures. Write the ꞓh sound on the board several times and have the children identify it receptively and expressively in the usual manner.

Activity 2 - Sound Review

Material: Money for the following sounds: ʃh, ŧh, ꞓh, y, b, s, g, f, æ, ϵϵ, ie, œ, ω, ɑ, e, ı, o, p, z, r, ω.
Instructions: Place the money appropriately and have the children come up one at a time and find the sound sequence that you say. Use only two sounds in a sequence since you are stressing review and not memory.

Activity 3 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the ꞓh with the various vowels and practice articulation in all three positions. Also drill with any other consonants that they are still having difficulty articulating.

Activity 4 - Sound Sequencing - Memory Drill

Material: Money used above/listening chair.
Instructions: Have one child sit in the listening chair. Give each of the other children one sound. Point to various children and have them say their sounds. The listener then will reproduce the sequence that he heard. Use three, four and five sound sequences. Change sounds each time that the listener changes. Give each child two turns to sit in the listening chair.

Activity 5 - Synthesis

Material: Sentence strips 106, 103, 98, 93, 96, 82, 89, 87, 81.
Instructions: Read the strips in unison and individually. Stress correct articulation. Question them for comprehension of the reading material.

charlee cheree

Charlie Cherry owned the biggest and best fruit orchard in the country. He had peach trees, apple trees and plum trees which were covered every summer with the most delicious fruit anyone ever tasted. His favorite trees were the ones which bore bright red cherries.

His cherry trees were Charlie Cherry's pride and joy. He cultivated and fertilized and sprayed those cherry trees until they were the healthiest and strongest cherry trees in the whole country. No wonder that Charlie got so many bright red cherries from them every summer.

One morning Charlie got up bright and early to go out in his orchard to pick the cherries. They were just right to take to the market. He got all his baskets out and got ready to fill them with cherries. Then he took the ladder down to the orchard so he could climb the trees. Charlie could hardly believe his eyes when he got to the orchard. Never in his life had he seen so many birds. The trees were covered with birds and they were having a wonderful time eating cherries. Charlie knew that the cherries would soon be gone if he didn't get those birds out of the orchard in a hurry. What could he do? He clapped his hands very loudly and hollered, "Shoo, shoo." The birds ignored him completely. They didn't even notice he was there. Next, he tried throwing a rock or two up in the trees. This didn't disturb the birds either. They went right on enjoying cherries for breakfast. How could he get these birds out of his orchard?

Just then, as he was beginning to despair, whom do you think he saw coming up the dusty country road on his chain scooter? Of course, you guessed it. It was P. Mooney with his P. Mooney bag. "Oh, P. Mooney," said Charlie, "this is the one time when I'm afraid even you won't be able to help me. There are thousands of birds in my orchard and all my cherries are going to be eaten up if we can't get these birds out of here." "Why, Charlie Cherry, have you forgotten my P. Mooney bag and all the things I have in it?" asked P. Mooney. Just then he reached down in his P. Mooney bag and pulled out something that looked like a whistle. It was Charlie Cherry's Bird Chaser. "Watch this Charlie Cherry," said P. Mooney as he hopped on his chain cycle and started pedaling off down the road. He was playing a tune on his Charlie Cherry Bird Chaser. "But P. Mooney, please help me get the birds out of here," begged Charlie. "Look up," said P. Mooney. When Charlie looked up he saw thousands of birds leaving the trees and flying down the road after P. Mooney. Soon there was not a bird left in the cherry trees. They were all following P. Mooney down the road as he played a tune of his Charlie Cherry Bird Chaser. "Oh, thank you P. Mooney, you have saved my cherry crop." Then Charlie hurried up the ladder and picked the cherries that the birds hadn't eaten and took them to market. The people who bought them thought they were the most delicious, bright red cherries they had ever tasted.

LESSON 50

Activity 1 - Sound Sequencing - Articulation Drill

Material: Chalk/chalkboard.
Instructions: Review each child's production of the y, r, ʃh, ch and any other sounds that they are having difficulty articulating.

Activity 2 - Conversation Time

Material: Pictures representing the sounds that your children are having difficulty with. Be sure to use the difficult sounds in all three positions.
Instructions: Show the pictures and try to obtain response immediately to improve carryover. Slow down when necessary for correct articulation. Go back over them again and make sentences with the words. Stress precise articulation.

Activity 3 - Analysis

Material: Following picture cards: 120, 125, 145, 142, 138, 139, 135, 134, 89, 55, 11, 29, 35, 76, 80, 83, 122, 117, 118, 99, 102, 91/felt letters.
Instructions: Place the felt letters on the flannel board Hold up the first picture and let a child sound it out and then find the correct sounds and arrange them on the flannel board to write out word. Assist if necessary.

Activity 4 - Synthesis

Material: Sentence strips 94 - 108.
Instructions: Read the sentences in unison and individually stress correct articulation.

LESSON 51

Activity 1 - Sound Identification

Material: Story and story illustration for no. 36 (Jumbled Jane)/chalk/chalkboard.
Instructions: Tell the story and show the appropriate pictures. Write the j sound on the board several times and have the children identify it receptively and expressively in the usual manner.

Activity 2 - Sound Review

Material: Ice cream cones for the following sounds: ʃh, ƭh, ȼh, y, b, j, r, ou, au, v, ω, l, o, h, c, u, n, e, a, i, ie, æ, ɛɛ, œ.
Instructions: Place the ice cream cones on the table and have the children come up one at a time and find the sounds you say. You may give the sounds out individually and in sequence. The children should be allowed to hold their sounds as they find them and repeat the sound they have picked.

Activity 3 - Synthesis

Material: Following word cards: X23, X17, S1, T2, C7, D2, D3, F2, F19, H12, L1, Sh1, Sh3/chart rack.
Instructions: Place word cards X23, X17, S1 and one of the others in random order on the chart rack. Have the children sound out each word. After they have sounded them see if they can make a sentence out of the words and read it using correct articulation. Continue substituting a new noun each time. Have them read the sentence as a group and as individuals. Stress correct articulation.

Activity 4 - Sound Sequencing - Memory Drill

Material: Ice cream cones used in Activity 2/listening chair.
Instructions: Have one child sit in the listening chair. Give each of the other children one sound. Point to various children and have them say their sounds. The listener in the chair then will reproduce the sequence that he heard. Use four and five sound sequences. Change sounds each time that the listener changes. Give each child two turns to sit in the listening chair.

Activity 5 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the j with the various vowels and practice articulation in all three positions. If they have difficulty with the combinations have them break them instead of blending them. Review the ȼh combinations and any others with which they are still having difficulty.

Story 36

jumbld jæn

What a problem Jumbled Jane had. She was always losing her memory. She would leave for the store and before even getting there, she would have forgotten what she needed to buy. Her brain was all jumbled. One of her friends suggested she make a list and write down all the things she needed before she left home. So Jumbled Jane carefully made out a list of everything she wanted from the grocery store - sugar, napkins, coffee and bread. Surely now she would be able to do her shopping without forgetting something. If she happened to forget, she could just look at her list.

Jane drove to the store, parked her car and went into the grocery. She couldn't remember what she wanted to buy, but that was alright. She would just look at her list. When Jumbled Jane looked in her purse for her list, it wasn't there! She had forgotten to bring her list to the store. Jumbled Jane was so disappointed that she turned around and walked right out of the store. Now she would have to drive all the way home to find her list, only where was the car? She couldn't remember where she had parked it. This was really too much. Jumbled Jane sat right down on the sidewalk and began to cry. What could she do? Just then, who happened to be walking by but P. Mooney. "Why Jumbled Jane," he said, "whatever are you doing sitting here on the sidewalk crying?" "Oh, P. Mooney," said Jane, "I have such a problem. I just forget all the time. I can never remember what I'm supposed to do." Why Jane, I have just the thing for you," said P. Mooney as he reached into his P. Mooney bag. "Take some of this Mooney Magic Memory Jogger and you'll find much less trouble remembering." "It will jog your memory. Here, take some right now." Jumbled Jane was glad to try it. Even though it tasted quite bitter, she swallowed a large mouthful of P. Mooney's Magic Memory Jogger. "Thank you, P. Mooney," she said. "Now I'll try to find my car," Just as she said this, she looked around the parking lot. "Why there it is, right over there," she said. "Now I can go home and find my list." As she started to get into the car, she remembered what she needed to buy - sugar, napkins, coffee and bread. Now she didn't even need her list! It worked. The Mooney Magic Memory Jogger really worked. "Of course," said P. Mooney. "Now you will never have trouble remembering again."

LESSON 52

Activity 1 - Story and Sound Review

Material: Approximately 15 of the more recent character pictures/sound flash cards to correspond with these characters.
Instructions: Place the 15 character pictures randomly around the room. Tell the children that the class is going to visit some of their old friends. The children should be allowed a few minutes to look around the room and locate the various pictures. After they have looked the teacher should hold up one flash card at a time and ask a child to say the sound. He then picks another child to find the matching picture character. That child in turn selects another child to name the character. Briefly review the story with the children. Stress correct articulation as they talk about the story.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard/pointer or P. Mooney stick.
Instructions: Combine the j with the various vowels and practice articulation in all three positions. Tell the children that now they are going to play a magic game. They are to close their eyes and wait. When they feel the pointer touch them they are to say the word that the teacher says. And if they think hard the magic stick will help them say the word using all of the right sounds. Use the following words: jar, jaw, joy, join, John, gee, object, angel, engine, age, cage, page, edge, judge. If the children miss the word the teacher should comment that the stick didn't work and tell the stick to try again. This time as you say the word, break it down for the child in order to make it easier to say. Do in speed up fashion of articulaton is good enough.

Activity 3 - Articulation Drill

Material: P. Mooney bag/following picture cards: 7,9,13, 16, 18, 19, 23, 24, 28, 31, 37, 38, 44, 52, 53, 59, 63, 67, 71, 73, 78, 82, 84, 93, 97, 103, 107, 114, 116, 118, 122, 126, 127, 128, 137, 139. 143, 129, 130, 131, 140.
Instructions: Place the pictures in the P. Mooney bag. Each child should have a turn to reach in the bag and pull out a picture. He should then make a sentence using his word. Write each child's name on the board. If he says his sentence correctly he gets a star by his name. See how many stars each child can get. Assist as necessary. Stress correct articulation. Have the entire group repeat the sentence.

LESSON 53

Activity 1 - Sound Identification

Material: Story and story illustration for no. 37 (Thumbless Thelma)/chalk/chalkboard.
Instructions: Tell the story and show the appropriate pictures. Write the th on the board several times and have the children identify it receptively and expressively in the usual manner.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the th with the various vowels and practice articulation in all three positions. If they have difficulty with the combinations have them break them instead of blending. Review the j and any other combinations with which they are having difficulty.

Activity 3 - Synthesis

Material: Bananas for all sounds except ŋ.
Instructions: Take the bananas and arrange them to make the following words: thum, teeth, mouth, bœth, bath, tub, bathtub, jump, ej, æj, ʃhip, bωʃh, red, tier. Have the children sound out the words and blend them. Have the group make a sentence with each word. Stress correct articulation.

Activity 4 - Sound Sequencing - Memory Drill

Material: Lion poster and accompanying patches except for ŋ.
Instructions: Place the lion of the floor. Give each child four or five sounds. He should place them on the floor in front of him so that he can see them clearly. You should call out various sequences in broken fashion using four or five sound sequences. As each child hears his sound or sounds he should place them on the lion helping to patch Mr. Lion's clothes.

Story 37

thumles thelmu

Thelma was a very, very lazy girl who did everything in her power to keep from working. She would never help her mother wash the dishes or make the beds or clean the bath tub. The only thing she liked to do was to give orders and to have people do everything for her. She would just sit in the chair and do nothing to help herself or anyone else. She was so lazy that she didn't have much strength or energy to do much of anything.

One day she saw several children having a wonderful time outside. They were drawing and coloring. She became so interested that she decided that this might be fun. She went outside, and picked up a piece of paper and pencil. Because she had been so lazy, her thumbs were too weak to hold a pencil. She couldn't color, draw or play any of the games where she had to use her hands. She had so much trouble using her thumbs that all the children called her Thumbless Thelma. This made her very, very sad. She was so sad that she sat right down and started to cry. While she was crying, along came P. Mooney on his chain cycle. P. Mooney got off and said, "Thelma, why are you crying?" She said, "Because I can't do anything with my hands like the other children. They call me Thumbless Thelma." P. Mooney asked why she had all this trouble. It's because of my thumbs, she answered. They won't work the way they should." "Why have you been so lazy?" asked P. Mooney. "That might be the reason your thumbs and hands are weak and useless," said P. Mooney. She said that he was probably right since she never help anyone do anything. She just sat around acting lazy. P. Mooney thought that he could help her. He reached into his P. Mooney bag and pulled out a plain piece of paper with writing on it. Thelma looked at it and said, "How will this help me?" "It is just a piece of paper." P. Mooney said, "On this piece of paper is a schedule of some of the things that you can do to help, so you will no longer be Thumbless Thelma. She read it and thought about it. The paper said that she should help her mother wash the dishes, make the beds, clean the bath tub and spend as little time as possible sitting in a chair doing nothing. Well, Thumbless Thelma started following the schedule very carefully each day. Very soon, she noticed she was able to do more and more. She realized that maybe the schedule wasn't the magic thing, but rather the fact that laziness causes us not to be able to do many things that we enjoy. She was very thankful and happy that P. Mooney had made it possible for her to play all the games the other boys and girls could play.

LESSON 54

Activity 1 - Sound Identification

Material: Story and story illustration for no. 38 (Ing Ingle)/chalk/chalkboard.
Instructions: Tell the story and show the appropriate pictures. Write the ŋ on the board several times and have the children identify it receptively and expressively in the usual manner.

Activity 2 - Sound Sequencing - Articulation Drill

Material: chalk/chalkboard
Instructions: Combine the ŋ with the various consonants and practice articulation in all three positions. Review any other combinations with which they are having difficulty.

Activity 3 - Analysis

Material: chalk/chalkboard
Instructions: Write the following words on the board: siŋ, biŋ, wiŋ, diŋ, doŋ, woʃhiŋ, pωʃhiŋ, ziŋ. Give the children a few minutes to study the words and attempt to sound them out silently. Then ask the children to find the words one at a time. Say the words in blended fashion and require the children to break them and locate them on the board. Then have them make a sentence with each word.

Activity 4 - Synthesis

Material: Sentence Strips: 28, 30, 43, 49, 52, 57, 60, 63, 61, 71, 82, 107, 108/chart rack.
Instructions: Place four of the strips in the chart rack at one time. Have a child come forward and stand on the line. Read one of the sentences but do not indicate which one you are reading. The child is them to find the sentence you read. Assist by helping him to pick out certain words if necessary. Continue until all strips are used twice.

Activity 5 - Articulation Drill - Conversation Time

Material: None
Instructions: Talk with the children concerning a T.V. program or anything they are interested in. Stress correct articulation

Story 38

iŋ iŋgul

Ing Ingle lived in a small little town by the name of Millington, England. He was a great singer, at least he used to be a singer. He traveled all over Europe singing before kings. Every time Ing Ingle was coming to town, the king would have someone ring all the church bells in town, all at once, in honor of the great singer. The bells would swing back and forth and ring as they had never rung before. Ing Ingle would always arrive in the town early in the morning and would sing early in the evening. As he would enter the town with the bells clanging and ringing, he would think how nice the people were to be so generous to him. He felt that he was the luckiest man in the whole world.

One day, something very, very bad happened. Something was wrong with his eyes. Ing was so upset. He went to the doctor and the doctor looked at his eyes and said, "Ing Ingle, you have what we call single vision. Ing could only see singles. He could not see two of anything. He could only see ones. The doctor said that he would give him some glasses that might help. Ing Ingle looked at the glasses and even they were single. There was only one little piece of glass, called a monocle that fit over one eye. The monocle didn't help, because Ing could still only see in singles. When he would start to put his gloves on, he only got one on because he couldn't find the other. When he put his shoes and socks on he could only put on one sock and one shoe. He could never find the others. Even when he went to get his shirt, it was awful because he didn't have any buttons and couldn't sew them on because he couldn't see in pairs. Ing Ingle was so unhappy that he began to cry. Do you know what happened? Only one eye cried. The other eye stayed dry. Only one tear came out of his eye too. It, also was a single. Ing Ingle was so upset by all of the singles that he just didn't think he could stand it any longer. He went back home to England and would sit and think all day long about what he was going to do. As he was sitting there, one day, with a very long face, P. Mooney came by. P. Mooney was in England visiting some friends. He said that he had heard that Ing had a problem. Ing said, "Oh yes, everyone has heard about my problem because I can't see anymore. I can only see singles. I can't see more than one thing at a time. I am so unhappy that I don't even feel like singing." P. Mooney felt that this was bad because even he liked to hear Ing Ingle sing. He told Ing that he thought he could help him. "Let me feel around in my bag and see what I can find," he said. P. Mooney felt around in his bag. A smile came upon his face because he had found just the thing. Ing Ingle looked at it. "What in the world is that," he asked. P. Mooney said, "this is a pair of bi-ringles." "What do I do with them?" asked Ing. P. Mooney told him to simply put them on and they would help. They have super strength and will help strengthen your eyes so you can see pairs of things again. You won't even have to wear them for very long. As soon as your eyes get strong again, you may take them off and put your monocle back on. Your monocle will keep them nice and straong so you can always see pairs. Ing Ingle thought that was a good idea. He put on the bi-ringles. Sure enough, almost as quickly as he could say, P. Mooney, he could see just as well as he had seen before. He could see two gloves and two shoes. He looked at himself in the mirror and thought, how funny he looked with only one shoe, one sock, one glove and no buttons. He laughed at himself. You know, he only had to wear the bi-ringles for 32 3/4 hours. After that, his eyes were so strong that he put back on his monocle, and he could see perfectly. He was very, very happy. He went to all the different countries in Europe and sang and sang. The kings were so happy they rang the bells, which clanged all over Europe, because Ing Ingle could see just like he had always seen before.